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ABSTRACT

Questionnaires were completed on a single day (spring 1973) by high school seniors from 18 large and small, rural and urban, schools located throughout North Dakota in an effort to establish correlation between desired and expected occupations and expressed educational expectations. Tabular data supported previous studies which established correlation between aspiration and expectation. Male occupational expectation surpassed that of female, while urban student aspiration surpassed that of rural student, and parental occupational prestige was correlated with student occupational/educational expectation. Unexpected sex bias became apparent when females, particularly mothers, exerted more influence on the expectations of daughters than did male figures, and there was a comparable male sex bias. Respondents on the extreme ends of the investigation continuum (i.e., farm and urban residents) were evenly arrayed, while those of intermediate classification were unevenly arrayed. Since North Dakota has an agricultural rather than an industrial base, the response of this study differed from that of a similar study in North Carolina (ED 079 000), though this difference bore out the underlying assumption that socioeconomic factors affect the expectations of high school seniors. (JC)

ED 097165

FACTORS ASSOCIATED WITH EXPECTATIONS: NORTH DAKOTA HIGH SCHOOL SENIORS

by
Lawrence W. Drabick

Educational Research Series, No. 9

(A report of research conducted while on leave from
North Carolina State University, consequent
upon receipt of a fellowship from
The Center for Teaching and Learning,
The University of North Dakota.)

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(All noted schools are in North Dakota)
Cavalier High School, Cavalier
Cooperstown High School, Cooperstown
Devils Lake High School, Devils Lake
Divide High School, Crosby
Goodrich High School, Goodrich
Grafton High School, Grafton
Hankinson High School, Hankinson
Killdeer High School, Killdeer
Larimore High School, Larimore
Mapleton High School, Mapleton
Oak Grove Lutheran High School, Fargo
Park River High School, Park River
Parshall High School, Parshall
Pingree High School, Pingree
Shanley High School, Fargo
South Senior High School, Fargo
United High School, Des Lacs
Valley High School, Hoople

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AN OVERVIEW OF FACTORS ASSOCIATED WITH EXPECTATIONS: NORTH DAKOTA HIGH SCHOOL SENIORS

Introduction

The data reported here represent an extension of my continuing interest in the occupational and educational expectations of youths. A fellowship at the Center for Teaching and Learning of the University of North Dakota provided opportunity to extend that interest to the boundaries of another state, as well as a variant socio-economic environment.

The base data are the desired and the expected occupations of the respondents, plus their expectations of going on to college. Also presented are a variety of factors which either contributed to or were associated with the basic data.

The data represent the responses of senior students present on the day of interview in 18 North Dakota high schools in the Spring of 1973. The schools were selected within a random-structured model developed to ensure inclusion of large and small, rural and urban schools located across the width and breadth of the State. Questionnaires -- essentially the same as those previously administered to North Carolina students -- were presented in group situations. The cooperating schools are noted in the acknowledgements section of this monograph.

The mode of data presentation is to discuss one variable and its associated factors in each chapter. The first chapter deals with the desired occupation of the respondents, the second with their expected occupation, the third with the expressed educational expectations. In the succeeding chapters we will look at the manner in which a number of variables are associated with certain factors relating to occupational and educational expectations. In the fourth chapter we examine variations in response between males and females. In chapter five, our concern is with variations between respondents from differing residence locations. In the sixth chapter we combine the sex and residence variables to determine consequent variations in response patterns. And in chapter 7 we briefly examine variations in the extent to which respondents perceived a college education to be important.

The data essentially are descriptive, and the tables carry the weight of the description. We provide rather detailed explanation of the first descriptive chapter, primarily to provide definition of the variables utilized and to give insight into the mode of analysis. In succeeding chapters, description will be minimized, held to essentials, used to define new terms or relationships, and the tabular material allowed to make the bulk of the presentation.

The descriptive motif is based mainly on the percentages of response given. Our purpose is to indicate the form taken by response distributions and the resultant relationships, providing comparative bases. Some measures of association are presented, because they were provided as part of the computer printout package more so than because they are considered necessary to understanding the relationships described. They are as follows:

Chi-square -- a measure of association based on cell-by-cell comparison of the observed frequencies with the frequencies that would have been expected if there had been no association between the variables.

The contingency coefficient -- a measure of the extent of association or relation between two sets of attributes. Unlike the following measures of association, the contingency coefficient is appropriate in assessing the relationship between unordered variables. For example, we shall examine the relationship between the educational attainment of the father and the educational expectation of the respondent. This comparison is of ordered nature; one may logically expect that increasing amounts of paternal education will be reflected in increasingly greater educational expectation by the respondent, and the data are susceptible to analysis by statistical devices based upon ordered series of frequencies. On the other hand, we shall also examine the relationship between the residence of the respondent and the expressed educational expectation, and between the person most influential of the occupational decision of the respondent and the expressed educational expectation. In the former case there is a potential but not absolute ordering of the variable of residence along a continuum of educational expectation. In the latter case, no ordering of that nature may be implied in any sense. For data of this kind it is essential that the statistic not be dependent upon ordered series (ordinal, interval, or ratio data) and the contingency table fits the bill.

The Kendall Tau b -- As is true of the two following statistics, the Tau b is a measure of association based upon "pairs" of measurements. Each conjunction of the "independent" and "dependent" variables is compared with each other. Since there is a presumed element of order in the variables, each conjunctive set should be either greater or lesser than that to either "side" of it. The extent to which such order is represented becomes the basis for the statistic. Kandall's Tau b takes as its maximum value what would be the total number of pairs if there were complete mutual association, and the ties were discounted as irrelevant.

Gamma -- The Goodman-Kruskal Gamma takes as its maximum value the total number of pairs that may be assessed as positive or negative. It treats pairs in which there is the same value on either attribute as irrelevant. Gamma has the virtue of an interpretation: it tells us the proportionate excess of concordant over discordant pairs among all pairs which are fully discriminated or fully ranked.

Somer's D -- This measure of association is similar to Gamma, but with a modification of a penalty for the number of pairs tied. Additionally, it is asymmetrical, has an operational interpretation, and is closely related to the percentage differences of tabular data.[1]

Lest one should be mislead by the attention given to measures of association in the above material, let me emphasize once again that percentage of response is the basic analytical tool used in interpreting the data.

At this point it is necessary to point out some idiosyncratic techniques of presenting the material, in order that the reader not assign meanings which are not tenable. To begin with, only those categories of response to a variable which are relevant to the comparison at issue are presented. This means that in no instance is the category of "no response" included. Also excluded are ambiguous categories such as "don't know" and residual categories such as "other." The category of "no response" accounts for most of the missing reply.

In recognition that percentages developed from small N's may be misconstrued, no percentages have been presented for analytical categories with N smaller than 20. Those same categories have been included where they were not the base upon which percentages were calculated. For example, when looking at the relationship of reason for not attending college to the prestige of the desired occupation -- with percentages based upon the former -- the category of "Family opposition" is omitted due to lack of respondent use. But when examining the relationship between sex of respondent and reason for not attending college -- with percentages based upon the former -- the category is included.

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[1] Information on these measures of association comes from the following sources: Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Co., Inc., 1956. Somers, Robert H., "A New Asymmetric Measure of Association for Ordinal Variables," American Sociological Review, 27(December 1962) 799-811. Weiss, Robert S., Statistics in Social Research: An Introduction. New York: John Wiley and Sons, Inc., 1968.

In connection with the comments made above, it should be noted that all of the percentages and statistical values presented are computed from the total response. Justification for this apparent discrepency is that the percentages remain proportionally the same and continue to provide the descriptive function upon which analysis is based.

One final caveat, the form in which the occupational prestige rating is presented varies from place to place. In most instances it is given as a ten-unit interval based upon the North-Hatt occupational prestige scale (i. e.; 4, 5, 6, 7, 8, 9). But two different combination scales are also presented. In one, ratings 4-6 have been combined into a low category, with ratings 7-9 comprising a high category. In the other, 3-5 represent low, 6 is medium, and 7-9 equals high. This deviation was an unintended consequence of a computer which apparently did not speak my language.

FACTORS RELATED TO PRESTIGE OF THE DESIRED OCCUPATION

In this chapter we investigate the manner in which the prestige of the respondents' desired occupation varies when arrayed on the basis of a number of other variables. The desired occupation is that, of all occupations known to the respondent, each would most like to have. The value of the desired occupation was determined by assessing it a number, from 4 through 9, consistent with the values developed in a modified version of the North-Hatt occupational prestige scale. The number 4 represents the least prestigious occupations, while 9 represents those of greatest prestige.

In Table 1, the "no response" and "uninterpretable" responses (categories 1 and 2) are included to give the reader an opportunity to be familiar with the entire sample and to obtain an indication of the extent to which subsequently reported response represents the study sample. It will be noted that twice as many males as females failed to indicate a desired occupation and that about four percent of each group provided a desired occupation which could not be coded. The latter included fatuous remarks ("I want to be a millionaire"), obscene suggestions, and sincere comments which simply defied placement in the prestige scale.

Another general comment, relevant to Table 1 as well as all others in which occupational prestige is a pertinent variable, regards the central tendency function of occupational prestige. The majority of students projected occupations in the prestige categories of 6 and 7. For this reason, trends frequently are most visible through investigation of the peripheral values.

Males projected desired occupations of greater prestige than did females, Table 1, despite the fact that slightly greater percentages of males appeared in the lowest prestige categories. Females probably were expressing common role values of the society in their apparent belief that high prestige occupations were beyond their aspirations.

It could be assumed that the personal characteristics which would motivate a person to engage in extensive club membership in high school would also serve to induce high occupational aspirations. Table 2 indicates that increased years of club membership were in fact associated with projections of higher prestige of desired occupation, although an optimum relationship seems to have been reached somewhere around 8-9 years of membership. The same kind of reasoning applies to performance of officership functions within school clubs, and Table 3 indicates that the expected relationship was borne out. So few students indicated more than 3-5 years of officership that the analysis could not be carried beyond that point. Continuing the same theoretical assumption, Table 4 investigates the relationship between years of participation in varisty sports and the prestige of the desired occupation. While imperfect, there was a tendency for higher prestige to be associated with increased years of athletic participation.

The high school curriculum of the students was related to the prestige of desired occupation, (Table 5) with those in the college preparatory course projecting the highest prestige occupations. The relationship for vocation education majors was particularly clear since they composed both the largest percentage in the least prestigious occupations and placed no respondents in the highest prestige rating.

Respondents were requested to name the occupation in which they actually expected to engage following completion of their education. For some this would mean at the end of high school while for others it would include some degree of advanced education. In most studies of this general nature there is a tendency for the prestige of expected occupations to be noticeably less than that of desired occupations, a tendency which has been given the name "occupational goal deflection." For this sample, there was a remarkable similarity in the prestige of both the desired and expected occupation, as reflected in Table 6. Effectively, those who expressed desired occupations of low prestige expected to engage in occupations of low prestige, and vice versa.

Rural to urban migration is a fact of life in our society, affecting young as well as older persons. Respondents were requested to indicate whether they planned to leave the area of residence on a permanent basis when able, which over half did, and this factor was related to the prestige of their desired occupation, Table 7. The trend was for those planning to move also to aspire to occupations of higher prestige.

Some of the students had been promised a job upon graduation. Table 8 indicates that the prestige of desired occupation tended to be less for these respondents than for those who had no such promise.

Respondents were requested to note whether they planned to enter a four year college in the fall -- the first following high school graduation. The prestige of desired occupation for those with such plans clearly exceeded that of those who did not plan entry, Table 9.

Attention turns to those students who did not plan entry into a four year college in the fall, in Tables 10-13. In those tables we note that students who desired to attend a four year college, those who thought they would attend a four year college at another time, and those who had planned for some other form of continued education, all had a tendency to higher occupational prestige projections than the students who did not share those characteristics. The reasons for nonattendance at a four year college did not clearly relate to desired occupation prestige, but students who cited expense included a greater proportion with high prestige of desired occupation than did those who noted personal disinterest or other educational plans.

In addition to asking students whether they planned fall entry into a four year college, we applied the more stringent criterion of requiring them to name the college they would attend. In Table 14 it is shown that ability to name the college clearly was associated with increased prestige of desired occupation.

The relationship between having had a previous paid job and the prestige of the desired occupation was equivocal, Table 15. While a greater percentage of those who had engaged in paid work had aspirations for high prestige occupations, students who had worked for pay also appeared in greater percentages in the lowest prestige categories.

Table 16 indicates the "fall-out" effect of the prestige of one's father's occupation. The higher the prestige of the father's occupation the greater proportion of students aspiring to jobs of high prestige.

It was anticipated that the aspirational levels of children from large families would be depressed, if for no other reason than the practical difficulties involved in obtaining advanced education. Table 17 hints at this relationship, but simultaneously indicates that it is not a linear one. Evidently variables other than the sheer number of siblings come into play as a young person is considering potential occupations.

It is reasonable to assume that the aspirations of young persons will vary directly with the amount of educational attainment of their parents, and Tables 18 and 19 indicate that the condition generally applied for this sample. However, the relationship was not monotonic, did not apply in a straight line sequence. While increasing amount of education for either father or mother was associated with increased prestige of desired occupation of the student the association was irregular and plotted curves would be multi-nodal.

Table 20 investigates the possibility that engagement in a paid job by the mother of the student would be associated with the prestige of the desired occupation. Such a relationship was not shown to exist.

Marriage may not be the "tender trap" of folklore, but engagement in it does involve competition for the time, energies, and resources which might otherwise be employed. Or, looking at it from another point of view, the "drop-outs" from life, those not willing nor desirous of getting invovled in all that competition in the marketplace involves, may opt for early marriage. Whatever the rationale, the assumption was made that students planning early marriage would project desired occupations of lesser prestige, an assumption amply borne out by Table 21. The greater the perceived number of years to marriage following high school graduation the greater proportion of students aspiring to high prestige occupations -- although more than ten years to marriage did not add substantially nor uniformly to the increase.

Immigrants to North Dakota projected substantially the same prestige levels as did students born in the State, Table 22.

Numerous studies of this general nature in the past have shown that aspiration to higher prestige occupations is associated with urban as opposed to rural residence. The general relationship was born out for this sample, Table 23, although not in monotonic form.

Summary

In this chapter it has been shown that the prestige of the desired occupation projected by a sample of North Dakota high school seniors was not randomly distributed, but was associated with a number of socio-economic factors. By and large, the associations were consistent with those established in other studies of student aspirations, except for the degree of congruence between desired and expected occupations.

The mechanisms by which the associations are developed have not been examined here, either theoretically nor methodologically. The analysis is totally descriptive and aimed simply at establishment that relationships do exist between characteristics of the respondents, and/or the social milieu in which they interact, and the prestige of the occupations they most desire.

Nonetheless, the associations shown do contain implications for persons who work with students, particularly personnel of the public schools. The exposed relationships should be observed and programs of consultation, guidance, curriculum development and the like modified accordingly.

Table 1. Desired Occupation by Sex of Respondent, in Percent.

Desired Occupation Prestige Rating	Male (559)*	Sex Female (617)	Total (1176)
0	8.8	4.7	6.6
1	4.1	4.1	4.1
4	1.3	0.6	0.9
5	6.3	4.2	5.2
6	22.7	30.6	26.9
7	29.5	46.2	38.3
8	21.3	7.1	13.9
9	6.1	2.4	4.2

x^2 = 90.76	C[1]	b[2]	G[3]	D[4]
7df	.267	-.061	-.098	-.075

*In each case, the number in parentheses is the total number of students in the category, upon which the percentages are based.

[1] C represents the value of the contingency coefficient.

[2] b represents the value of Kendall's Tau b.

[3] G represents the value of the Goodman-Kruskal Gamma.

[4] D represents the value of Somer's D.

Table 2. Desired Occupation by **Number of Club Membership, in Percent**

Desired Occupation Prestige Rating	Number of Membership 0-2 (565)	3-5 (419)	6-8 (112)	9-11 (36)	12+ (22)
4	1.4	0.5	0.0	0.0	0.0
5	6.2	3.8	4.5	0.0	4.5
6	33.8	22.0	13.4	16.7	22.7
7	31.2	43.7	46.4	58.3	50.0
8	12.2	14.8	22.3	11.1	13.6
9	3.0	5.5	4.5	8.3	4.5

x^2 = 80.46	C	b	G	D
35df	.253	.169	.245	.184

Table 3. Desired Occupation by Number of Club Officership, in Percent

Desired Occupation Prestige Rating	Number of Officerships 0-2 (977)	3-5 (137)
4	1.0	0.0
5	5.3	2.2
6	29.1	8.8
7	35.7	56.9
8	13.8	18.2
9	3.8	6.6

x^2 = 83.23	C	b	G	D
35df	.257	.156	.336	.250

Table 4. Desired Occupation by Years of Participation in Varsity Athletics, in Percent

Desired Occupation Prestige Rating	Years of Participation 0 (651)	1 (90)	2 (92)	3 (74)	4 (73)	5 (41)	6 (49)	7 (27)	8 (30)	9+ (49)
4	1.2	0.0	0.0	0.0	0.0	2.4	0.0	0.0	3.3	2.0
5	6.3	5.6	4.3	6.8	2.7	0.0	0.0	3.7	3.3	4.1
6	29.6	28.9	20.7	21.6	21.9	34.1	20.4	33.3	16.7	16.3
7	38.4	35.5	46.7	39.2	35.6	34.1	40.8	25.9	40.0	34.7
8	11.5	12.2	15.2	13.5	21.9	12.2	22.4	22.2	13.3	22.4
9	2.3	10.0	7.6	6.8	9.6	4.9	6.1	0.0	0.0	2.0

x^2 = 87.06	C	b	G	D
63df	.262	.077	.100	.082

Table 5. Desired Occupation by Curriculum, in Percent

Desired Occupation Prestige Rating	Curriculum Gen Ed (675)	Coll Prep (244)	Voc Ed (47)	Bus Ed (87)
4	1.5	0.0	0.0	0.0
5	6.4	1.2	8.5	0.0
6	27.7	9.0	38.3	64.4
7	39.9	41.0	42.6	19.5
8	10.2	29.1	6.4	9.2
9	3.9	7.8	0.0	0.0

x^2 = 201.31	C	b	G	D
35df	.396	.091	.141	.107

Table 6. Desired Occupation by Expected Occupation, in Percent

Desired Occupation Prestige Rating	Prestige of Expected Occupation Low (439)	High (568)
4	2.1	0.2
5	12.1	0.7
6	62.0	1.9
7	14.8	61.3
8	4.1	22.7
9	0.5	7.2

x^2 = 794.85	C	b	G	D
14df	.646	.536	.704	.611

Table 7. Desired Occupation by Probability of Migrating, in Percent

Desired Occupation Prestige Rating	Migration Probable Yes (633)	No (433)
4	0.9	1.2
5	4.6	6.7
6	25.6	33.3
7	40.3	35.6
8	15.0	12.5
9	4.3	3.5

x^2 = 90.61	C	b	G	D
14df	.267	-.018	-.028	-.021

Table 8. Desired Occupation by Promised Job, in Percent

Desired Occupation Prestige Rating	Job Promised Yes (184)	No (945)
4	2.2	0.7
5	13.0	3.7
6	34.2	25.9
7	26.1	41.5
8	9.8	14.7
9	3.3	4.3

x^2 = 125.26	C	b	G	D
21df	.310	.150	.289	.227

Table 9. Desired Occupation by Plan and Attend College, in Percent

Desired Occupation Prestige Rating	Plan to Attend College	
	Yes (456)	No (698)
4	0.0	1.6
5	0.7	8.2
6	5.7	41.0
7	48.9	31.7
8	25.4	6.0
9	7.9	1.7

$x^2 = 302.54$	C	b	G	D
14df	.452	-.337	-.520	-.415

Table 10. Desired Occupation by Desire to Attend College, in Percent, by Respondents not planning to Attend Next Fall

Desire Occupation Prestige Rating	Desire to Attend College	
	Yes (139)	No (551)
4	0.0	2.0
5	4.3	9.1
6	26.6	44.3
7	41.7	28.9
8	14.4	4.4
9	4.3	1.3

$x^2 = 52.31$	C	b	G	D
14df	.260	-.163	-.304	-.226

Table 11. Desired Occupation by Plan to Attend College Other Time, in Percent, by Respondents Not Planning to Attend Next Fall

Desired Occupation Prestige Rating	Attend College Other Time	
	Yes (128)	No (563)
4	0.0	1.8
5	2.3	9.6
6	22.7	45.1
7	42.2	29.0
8	14.1	4.6
9	7.0	0.7

x^2 = 72.01	C	b	G	D
14df	.303	-.168	-.317	-.240

Table 12. Desired Occupation by Reasons for not Attending College, in Percent, by Respondents not Planning to Attend Next Fall

Desired Occupation Prestige Rating	Reason for Non-attendance		
	Expense (93)	Dis-interest (198)	Other Ed Plans (251)
4	0.0	4.0	0.0
5	6.5	14.6	2.4
6	37.6	38.4	45.8
7	32.3	28.3	37.8
8	6.5	3.0	8.4
9	7.5	0.5	1.6

x^2 = 144.04	C	b	G	D
56df	.182	.138	.190	.139

Table 13. Desired Occupation by Plans for Non-Four Year College Education, in Percent, by Respondents not Planning to Attend Next Fall

Desired Occupation Prestige Rating	Other Form of Education Planned Yes (479)	 No (191)
4	0.4	4.2
5	6.1	13.1
6	43.4	33.5
7	33.2	29.3
8	6.5	5.2
9	2.1	1.6

$x^2 = 35.92$	C	b	G	D
14df	.218	-.076	-.127	-.094

Table 14. Desired Occupation by "College Named", in Percent, by Respondents Planning to Attend Next Fall

Desired Occupation Prestige Rating	Named College No (716)	 Yes (430)
4	1.5	0.0
5	8.0	0.7
6	39.8	5.8
7	32.3	49.3
8	6.4	25.6
9	2.0	7.9

$x^2 = 293.17$	C	b	G	D
21df	.446	.331	.513	.408

Table 15. Desired Occupation by Previous Paid Job, in Percent

Desired Occupation Prestige Rating	Had Previous Paid Job Yes (917)	 No (239)
4	1.1	0.4
5	5.6	4.2
6	27.4	25.1
7	36.8	43.5
8	14.7	10.0
9	4.3	4.2

x^2 = 13.09	C	b	G	D
21df	.104	-.014	-.009	-.021

Table 16. Desired Occupation by Prestige of Father's Occupation, in Percent

Desired Occupation Prestige Rating	Prestige of Father's Occupation Low (150)	 Medium (342)	 High (585)
4	4.0	0.3	0.5
5	6.7	6.1	3.9
6	32.7	30.4	22.2
7	36.0	37.1	41.0
8	9.3	11.7	16.6
9	1.3	4.4	4.4

x^2 = 46.60	C	b	G	D
21df	.197	.099	.143	.108

Table 17. Desired Occupation by Total Siblings, In Percent

Desired Occupation Prestige Rating				Number of Siblings					
	None (31)	1 (104)	2 (220)	3 (233)	4 (224)	5 (132)	6 (91)	7 (45)	8+ (79)
4	0.0	1.0	0.0	0.9	2.2	0.8	1.1	2.2	0.0
5	0.0	4.8	4.1	5.2	7.6	4.5	6.6	4.4	5.1
6	29.0	23.8	24.1	28.8	23.2	27.3	30.8	28.9	29.1
7	35.5	37.5	38.2	38.6	39.7	38.6	28.6	31.1	48.1
8	22.6	14.4	16.8	12.9	12.5	12.9	17.6	13.3	6.3
9	0.0	5.8	4.5	4.3	3.1	6.1	6.6	2.2	1.3

x^2 = 53.25	C	b	G	D
63df	.208	-.031	-.039	-.029

Table 18. Desired Occupation by Amount of Father's Education, in Percent

Desired Occupation Prestige Rating	Amount of Father's Education								
		Years							
	-8 (51)	8 (254)	8+ (119)	12 (307)	Att Jr.C. (21)	Comp Jr.C. (103)	Att Coll. (81)	Comp Coll. (124)	Adv Degree (63)
4	0.0	1.2	0.0	2.3	0.0	1.0	0.0	0.0	0.0
5	11.8	7.9	5.0	4.9	4.8	5.8	2.5	1.6	1.6
6	37.3	37.4	33.6	23.1	23.8	27.2	19.8	14.5	7.9
7	37.3	34.6	37.8	44.3	28.6	43.7	39.5	38.7	27.0
8	5.9	6.3	11.8	12.4	9.5	10.7	21.0	29.0	30.2
9	3.9	3.1	0.8	4.2	14.3	1.0	7.4	5.6	12.7

x^2 = 176.93	C	b	G	D
63df	.361	.163	.203	.154

Table 19. Desired Occupation by Amount of Mother's Education, in Percent

Desired Occupation Prestige Rating	Amount of Mother's Education Years -8 (33)	 8 (156)	 8+ (126)	 12 (420)	 Att Jr.C. (33)	 Comp Jr.C. (150)	 Att Coll. (92)	 Comp Coll. (104)	 Adv Degree (24)
4	3.0	0.6	0.8	1.2	0.0	1.3	0.0	0.0	0.0
5	6.1	10.9	5.6	6.4	3.0	2.7	2.2	0.0	0.0
6	30.3	39.7	38.9	28.1	33.3	21.3	14.1	5.8	12.5
7	39.4	30.8	34.1	40.2	42.4	40.0	44.6	40.4	29.2
8	6.1	5.8	9.5	12.1	6.1	17.3	25.0	27.9	20.8
9	3.0	2.6	2.4	4.3	3.0	4.7	5.4	3.8	16.7

x^2 = 157.94	C	b	G	D
63df	.344	.146	.186	.141

Table 20. Desired Occupation by Mother Having Paid Job, In Percent

Desired Occupation Prestige Rating	Mother Has Paid Job Yes (505)	 No (644)
4	0.6	1.1
5	5.0	5.4
6	27.3	26.4
7	36.8	39.3
8	14.3	13.8
9	3.6	4.7

x^2 = 8.39	C	b	G	D
14df	.084	.033	.054	.040

Table 21. Desired Occupation by Estimated Time to Marriage, in Percent

Desired Occupation Prestige Rating	Estimated Years to Marriage				
	1 (71)	2-3 (237)	4-5 (401)	5-10 (265)	10+ (99)
4	4.2	1.3	0.2	0.4	3.0
5	8.5	8.0	3.7	2.3	10.1
6	52.1	37.6	25.2	17.7	18.2
7	22.5	36.3	43.4	41.5	28.3
8	2.8	4.6	14.0	21.1	18.2
9	1.4	1.7	4.0	5.3	10.1
x^2 = 135.53	C	b	G	D	
35df	.323	.149	.194	.147	

Table 22. Desired Occupation by Nativity, in Percent

Desired Occupation Prestige Rating	Born in North Dakota	
	Yes (823)	No (208)
4	1.1	0.0
5	5.3	5.3
6	26.0	25.5
7	38.9	38.5
8	14.1	14.9
9	4.1	4.3

x^2 = 9.98	C	b	G	D
14df	.091	.027	.047	.035

Table 23. Desired Occupation by Location of Residence, in Percent

Desired Occupation Prestige Rating	Farm (290)	RNF (64)	-1000 (68)	1-1999 (112)	2-5000 (75)	5-2500 (242)	25000+ (305)
				Urban (Population Size)			
4	0.7	3.1	0.0	2.7	1.3	1.2	0.0
5	6.2	6.3	5.9	5.4	5.3	6.2	3.3
6	27.6	37.5	30.9	25.0	28.0	30.2	17.7
7	44.3	34.4	38.2	39.3	38.7	32.2	38.7
8	9.0	9.4	14.7	12.5	17.3	13.2	20.0
9	2.8	3.1	1.5	2.7	1.3	3.7	8.2

x^2 = 92.94	C	b	G	D
40df	.270	.085	.109	.082

Table 24. Expected Occupation by Sex of Respondent, in Percent

Expected Occupation Prestige Rating	Sex: Male (559)	Female (617)	Total (1176)
0	8.4	8.1	8.2
1	7.2	5.2	6.1
4	3.0	0.6	1.8
5	10.4	8.1	9.2
6	23.1	29.3	26.4
7	26.3	41.7	34.4
8	18.1	5.7	11.6
9	3.6	1.3	2.4

x^2 = 82.80	C	b	G	D
7df	.256	-.027	-.043	-.034

FACTORS RELATED TO PRESTIGE OF EXPECTED OCCUPATION

In this chapter we examine the extent to which there is a relationship between a number of personal and socio-economic characteristics of respondents and the prestige of their expected occupation. The latter was determined by requesting respondents to name the occupation they would "expect to get" upon graduation -- from high school or some form of advanced education.

Table 1 indicates that the sex bias was operative, with males more frequently expecting occupations of high prestige than did females. Conversely, males more frequently expected occupations of low prestige as well, but were not so heavily concentrated in the middle range occupations as were females.

Club membership and club officership were directly related to prestige of expected occupation, Tables 25-26. Membership beyond 8 years did not contribute to increased prestige of expected occupation. Officership influence could not be determined beyond 5 years due to the limited number of respondents included. Number of years of participation in varsity athletics also was directly related to the prestige of the expected occupation, even though not monotonically, Table 27. The data appear to support a contention that participation in extra-curricular activities is related to higher prestige of expected occupation.

High school curriculum was related to the prestige of the expected occupation, with students in college preparatory anticipating the greatest proportion of high prestige occupations and those in vocational courses lest optimistic, Table 28. Students indicating a general interest in the occupation as their reason for expecting to enter it contained the greatest proportion with expectations of high prestige occupations, Table 29. They were followed by students with altruistic and with reward motivations. Unsurprisingly, but graphically, students expecting to move into an available opening contained no respondents with high prestige expectations.

Table 30 evidences that the majority of students had made their occupational decisions in either their junior or senior year of high school. There was a slight tendency for higher proportions of those making their decision earlier to be represented in the highest prestige occupations, but the evidence is inconclusive.

Among students who would find it necessary to migrate to obtain the expected occupation, Table 31, and those who planned to migrate in any case, Table 32, migration tended to be associated with some what higher prestige of expected occupation, but not substantially so.

Tables 33 and 34 examine the relationships between two sources of influence upon the expected occupation and the prestige of the occupation. To the extent that there is any personal influence relationship, it would seem that immediate family members influence toward occupations of lower prestige while teachers, extended relatives, and nonrelated persons influence more toward higher prestige occupations. The influence of previous education also conduces toward expectation of higher prestige occupations. Certainty of entry into the expected occupation is not a guarantee of higher occupational prestige, Table 35. Perhaps an awareness that one is aiming high reduces one's confidence of attaining the goal.

Failure to discuss one's occupation expectation with one's mother increased the probability of moving toward a low prestige occupation but did not substantially effect the expectation of a high prestige occupation, Table 36. The mother's attitude toward the occupation decision, as perceived by the respondents, was typically favorable, Table 37. None of those who considered their mother to have been opposed expected a high prestige occupation, but their numbers are so small as to cast doubt on their inherent credability. Failure to discuss the occupational decision with one's father also slightly increased likelihood of expecting a low prestige occupation, Table 38, and respondent tendency to discuss this decision with the father was less than it was for the mother. Fathers also were seen as favorable to the occupational decision, Table 39, although by not quite so many as perceived the mother in this fashion. An unfavorable attitude by the father was related to increased proportions expecting occupations of low prestige and decreased proportions of those with expectations for high prestige occupations.

The promise of a job following high school graduation had a depressing effect upon the prestige of expected occupation, Table 40. On the other hand, planning to attend a four year college was associated with increased prestige of the expected occupation, Table 41. Among those not planning to attend a four year college in the fall, Tables 42-45, prestige of expected occupation was higher for those who would like to attend college, those who planned to attend a four year college at another time, and those who gave expense as their reason for not attending. For those who had other educational plans, the proportion expecting an occupation of low prestige was less than for those with no such plans, but the proportion expecting a high prestige occupation was not much affected. Those respondents who were able to name the college of fall entry, Table 46, contained a much greater proportion expecting occupations of high prestige than did those unable to do so.

College was perceived as important to boys planning nonfarming careers, Table 47, by many more respondents than assigned importance to college for boys planning to farm, Table 47a. A clear majority of respondents considered college important for girls planning working careers, Table 48, but most considered it of limited importance, or unnecessary, for the girl who would be a housewife, Table 48a. Inconsistently, most respondents indicated their belief that college was equally important for girls and boys when no occupational relationships were included in the question, Table 49. In Tables 47-48a, it will be noticed that those respondents stressing the importance of college contained greater proportions expecting occupations of high prestige, an apparent expression of their own commitment to education as a means for advancement. Interestingly, this relationship did not obtain in reaction to the relative importance of college to boys and girls.

Those who had held a previous paid job contained a greater proportion with expectation of a high prestige occupation, Table 50, but also included a greater proportion with low occupational prestige expectation. Prestige of father's occupation resulted in no such ambiguity, Table 51. Children of father's with high prestige occupations less frequently expected occupations of low prestige and more frequently expected to engage in occupations of high prestige.

It was anticipated that respondents from large families would expect occupations of lower prestige. As shown in Table 52, the expected relationship obtained slightly in the extreme prestige categories, but the evidence does not support the anticipation.

There was a tendency for the prestige of expected occupation to be associated with the amount of education attained by the parents of the respondent, Tables 53 and 54. It is represented more strongly in the extreme categories in association with the mother's education. Mother's occupancy of a paid job had little influence on expectation of a high prestige occupation, but did tend slightly to depress the proportion of respondents who expected a low prestige occupation, Table 55.

Anticipation of delayed time to marriage was associated with increased expectation of high prestige occupations, Table 56. Anticipated delay beyond ten years was not incrementive.

Respondents had essentially the same expected prestige levels regardless of nativity, Table 57.

Urban residence was associated with greater proportion of expectation of high prestige occupations, Table 58. The relationship was not monotonic, but the difference in prestige expectation between farm youths and those from the larger cities is definite.

Table 25. Expected Occupation by Years of Club Membership, in Percent

Expected Occupation Prestige Rating	Years of Membership 0-2 (565)	 3-5 (419)	 6-8 (112)	 9-11 (36)	 12+ (22)
4	2.5	1.0	0.0	2.8	0.0
5	11.5	7.6	4.5	0.0	13.6
6	30.6	23.2	19.6	16.7	18.2
7	28.1	38.4	43.8	52.8	40.9
8	11.0	11.9	17.9	8.3	4.5
9	1.2	4.1	1.8	5.6	0.0

x^2 = 77.57	C	b	G	D
35df	.243	.118	.169	.131

Table 26. Expected Occupation by Years of Club Officership, in Percent

Expected Occupation Prestige Rating	Years of Officership 0-2 (977)	 3-5 (137)
4	1.7	0.7
5	10.2	2.2
6	27.8	16.8
7	32.2	48.2
8	11.6	15.3
9	2.0	4.4

x^2 = 59.61	C	b	G	D
35df	.219	.129	.272	.210

Table 27. Expected Occupation by Years of Varsity Athletic Participation, in Percent

Expected Occupation Prestige Rating	Years of Athletic Participation 1 (90)	 2 (92)	 3 (74)	 4 (73)	 5 (41)	 6 (49)	 7 (27)	 8 (30)	 9+ (49)
4	1.1	2.2	1.4	1.4	2.4	0.0	3.7	3.3	4.1
5	7.8	10.9	6.8	6.8	4.9	12.2	7.4	0.0	2.0
6	24.4	22.8	21.6	23.3	31.7	22.4	37.0	20.0	24.5
7	36.7	31.5	40.5	34.2	31.7	28.6	18.5	43.3	42.9
8	12.2	15.2	16.2	19.2	9.8	18.4	22.2	16.7	6.1
9	3.3	4.3	2.7	4.1	4.9	6.1	0.0	0.0	2.0

x^2 = 68.51	C	B	G	D
63df	.234	.077	.107	.083

Table 28. Expected Occupation by High School Curriculum, in Percent

Expected Occupation Prestige Rating	Curriculum Gen Ed (675	 College Prep (244)	 Vo Ed (47)	 Business Ed (87)
4	2.5	0.0	2.1	1.1
5	11.0	1.6	12.8	9.2
6	26.4	13.9	40.4	54.0
7	35.0	38.9	34.0	17.2
8	8.3	24.6	4.3	6.9
9	1.8	6.1	0.0	0.0

x^2 = 159.22	C	b	G	D
35df	.358	.091	.138	.108

Table 29. Expected Occupation by Reason for Entering, in Percent

Expected Occupation Prestige Rating	Gen Int (503)	Altruism (127)	Reason for Entry Reward (204)	Influ of Person (26)	Knowledge of Occ (71)	Opening Available (22)
4	1.4	0.8	2.0	7.7	1.4	13.6
5	6.2	3.1	10.8	11.5	22.5	40.9
6	31.2	15.0	29.4	26.9	39.4	18.2
7	37.4	59.8	32.8	38.5	26.8	27.3
8	15.9	10.2	12.7	3.8	9.9	0.0
9	2.6	6.3	1.5	3.8	0.0	0.0

x^2 = 367.36	C	b	G	D
4df	.334	.107	.141	.111

Table 30. Expected Occupation by Grade of Entry, in Percent

Expected Occupation Prestige Rating	12th (367)	11th (372)	Grade of Decision 10th (184)	9th (78)	8th (28)	7th (25)
4	3.0	1.3	1.6	1.3	0.0	4.0
5	10.1	9.9	9.2	11.5	10.7	- 4.0
6	26.4	26.3	33.2	34.6	32.1	16.0
7	41.7	34.1	34.8	29.5	28.6	36.0
8	9.0	12.9	13.0	12.8	14.3	16.0
9	1.1	4.8	1.1	1.3	0.0	4.0

x^2 = 372.04	C	b	G	D
63df	.490	.129	.165	.130

Table 31. Expected Occupation by Necessity of Migrating to Obtain, in Percent

Expected Occupation Prestige Rating	Necessity of Migrating Yes (603)	 No (491)
4	1.5	2.4
5	6.0	14.3
6	27.5	27.9
7	35.3	35.4
8	14.8	8.4
9	2.8	2.0

x^2 = 197.84	C	b	G	D
14df	.379	.019	.029	.023

Table 32. Expected Occupation by Probability of Migrating, in Percent

Expected Occupation Prestige Rating	Probability of Migrating Yes (633)	 No (433)
4	1.4	2.8
5	7.7	12.5
6	26.4	30.9
7	37.9	31.2
8	12.2	10.4
9	2.4	2.1

x^2 = 125.28	C	b	G	D
14df	.310	.005	.008	.006

Table 33. Expected Occupation by Person, Most Influential of Decision, in Percent

Expected Occupation Prestige Rating	Mother (175)	Father (186)	Sister (47)	Brother (64)	Friend (163)	Teacher (153)	Relative (42)	Person (136)
4	1.1	2.7	0.0	4.7	3.7	0.0	2.4	1.5
5	10.0	12.3	10.6	9.4	15.3	0.7	7.1	6.6
6	29.7	31.2	25.5	26.6	22.1	30.7	33.3	25.0
7	37.7	25.3	40.4	29.7	33.1	43.8	31.0	44.1
8	6.3	15.6	2.1	14.1	9.8	15.7	16.7	15.4
9	4.0	2.7	0.0	3.1	2.5	2.0	2.4	1.5

x^2 = 240.47	C	b	G	D
56df	.435	.155	.107	.147

Table 34. Expected Occupation by Influence of Education Upon Occupational Decision, in Percent

Expected Occupation Prestige Rating	Extent of Influence			
	Great deal (134)	Quite a lot (355)	Very little (457)	None (192)
4	0.0	0.8	1.8	5.2
5	2.2	8.2	11.3	11.5
6	39.6	27.0	23.9	26.6
7	20.1	30.4	35.9	31.8
8	17.2	11.5	11.4	8.3
9	3.0	2.5	2.8	1.0

x^2 = 244.70	C	b	G	D
28df	.415	-.023	-.030	-.024

Table 35. Expected Occupation by Certainty of Entry, in Percent

Expected Occupation Prestige Rating	Certain (332)	Probable (509)	Uncertain (291)
		Certainty of Entry	
4	1.5	2.0	2.1
5	10.5	8.3	10.7
6	31.3	27.3	23.0
7	40.1	37.3	27.1
8	8.7	14.9	10.0
9	2.7	2.8	1.7

x^2 = 330.66	C	b	G	D
21df	.468	-.021	-.029	-.023

Table 36. Expected Occupation by Discussion of Occupational Decision with Mother, in Percent

Expected Occupation Prestige Rating	Quite a bit (559)	Not much (481)	Not at all (76)
		Amount of Discussion	
4	1.6	1.0	7.9
5	9.3	9.4	14.5
6	29.3	26.0	15.8
7	39.0	32.3	23.7
8	11.1	13.1	10.5
9	2.0	2.9	2.6

x^2 = 298.31	C	b	G	D
21df	.453	.007	.010	.008

Table 37. Expected Occupation by Mother's Attitude Toward Occupational Decision, in Percent

Expected Occupation Prestige Rating	Mother's Attitude Agrees (941)	Accepts (112)	Opposed (19)
4	1.3	5.4	5.3
5	8.7	17.9	10.5
6	27.7	25.9	15.8
7	36.8	25.9	31.6
8	12.2	12.5	0.0
9	2.7	0.9	0.0

$x^2 = 195.17$	C	b	G	D
21df	.389	.055	.104	.086

Table 38. Expected Occupation by Discussion of Occupational Decision with Father, in Percent

Expected Occupation Prestige Rating	Amount of Discussion Quite a bit (419)	Not very much (501)	Not at all (160)
4	2.1	1.8	1.9
5	8.6	9.2	12.5
6	30.1	24.6	24.4
7	36.8	36.7	31.3
8	13.8	11.0	9.4
9	2.1	2.6	3.1

$x^2 = 256.75$	C	b	G	D
21df	.432	.002	.003	.002

Table 39. Expected Occupation by Father's Attitude Toward Occupational Decision, in Percent

Expected Occupation Prestige Rating	Father's Attitude Agrees (876)	Accepts (104)	Opposed (30)
4	1.6	4.8	3.3
5	8.3	10.6	20.0
6	27.4	26.0	20.0
7	37.6	28.8	20.0
8	12.1	11.5	6.7
9	2.7	1.9	0.0

x^2 = 140.64	C	b	G	D
28df	.343	.046	.082	.067

Table 40. Expected Occupation by Promise of a Job Upon Graduation, in Percent

Expected Occupation Prestige Rating	Job Promised Yes (184)	No (945)
4	2.7	1.7
5	19.6	7.2
6	31.5	26.1
7	25.5	37.0
8	7.6	12.3
9	0.5	2.0

x^2 = 132.74	C	b	G	D
21df	.318	.153	.202	.23

Table 41. Expected Occupation by Plan to Attend College, in Percent

Expected Occupation Prestige Rating	Plan to Attend College Yes (456)	No (698)
4	0.2	2.9
5	0.7	14.6
6	9.0	38.4
7	43.0	25.2
8	22.8	4.0
9	5.3	0.6

x^2 = 313.97	C	b	G	D
14df	.452	-.342	-.521	-.429

Table 42. Expected Occupation by Desire to Attend College by Those not Planning Entry to Four Year College Next Fall, in Percent

Expected Occupation Prestige Rating	Desire to Attend College Yes (139)	No (551)
4	0.7	3.4
5	10.1	15.4
6	28.8	41.0
7	39.2	24.1
8	10.8	2.7
9	1.4	0.4

x^2 = 59.37	C	b	G	D
14df	.255	-.066	-.120	-.094

Table 43. Expected Occupation by Planned College Attendance at Other Time by Those not Planning Entry to Four Year College Next Fall, in Percent

Expected Occupation Prestige Rating	Plan to Attend College Other Time Yes (128)	 No (563)
4	0.8	3.4
5	7.8	16.0
6	25.0	41.6
7	32.8	23.8
8	11.7	2.5
9	3.1	0.0

x^2 = 73.13	C	B	G	D
14df	.303	-.104	-.101	-.152

Table 44. Expected Occupation by Reason Not Attending College by Those Not Planning Entry to Four Year College Next Fall, in Percent

Expected Occupation Prestige Rating	Reason for not Attending College Expense (93)	 Personal Disinterest (198)	 Other Ed Plans (251)
4	1.1	6.6	0.4
5	15.1	24.7	6.8
6	38.7	31.3	48.6
7	21.5	20.2	32.3
8	6.5	1.0	4.8
9	2.2	0.0	0.8

x^2 = 134.25	C	b	G	D
56df	.421	.162	.218	.138

Table 45. Expected Occupation by Other Educational Plans by Those Not Planning Entry to Four Year College Next Fall, in Percent

Expected Occupation Prestige Rating	Have Other Educational Plans Yes (479)	 No (191)
4	1.0	5.2
5	10.9	22.5
6	42.8	27.7
7	27.3	23.0
8	4.0	3.7
9	0.8	0.0

x^2 = 40.73	C	b	G	D
14df	.254	-.035	-.153	-.120

Table 46. Expected Occupation by Naming of College by Those Planning to Attend Four Year College Next Fall, in Percent

Expected Occupation Prestige Rating	Named College Yes (430)	 No (716)
4	0.2	2.7
5	0.5	14.4
6	8.8	37.6
7	40.1	26.0
8	22.8	4.5
9	5.3	0.6

x^2 = 321.27	C	b	G	D
21df	.463	.340	.521	.427

Table 47. Expected Occupation by Importance of College for Boys Planning Farming as Their Occupation, in Percent

Expected Occupation Prestige Rating	Importance of College to Nonfarm Boys Important (933)	 Indifferent (198)	 Unnecessary (24)
4	1.1	5.6	0.0
5	8.5	12.6	12.5
6	25.3	32.3	20.8
7	35.7	27.8	41.7
8	12.8	7.1	0.0
9	2.6	1.0	0.0

x^2 = 47.11	C	b	G	D
21df	.196	-.102	-.195	-.154

Table 47a. Expected Occupation by Importance of College to Boys Who Plan to Farm, in Percent

Expected Occupation Prestige Rating	Importance of College to Farming Boys Important (561)	 Indifferent (478)	 Unnecessary (118)
4	1.2	2.3	2.5
5	6.1	10.5	19.5
6	23.7	28.7	29.7
7	37.1	34.3	22.9
8	14.4	9.6	5.9
9	3.2	1.9	0.0

x^2 = 54.83	C	b	G	D
21df	.211	-.120	-.175	-.138

Table 48. Expected Occupation by Importance of College to Girls Planning Working Careers, in Percent

Expected Occupation Prestige Rating	Importance of College to Career Girls		
	Important (923)	Indifferent (218)	Unnecessary (16)
4	1.5	2.8	6.3
5	6.5	11.5	18.8
6	25.7	30.3	25.0
7	36.1	27.5	25.0
8	12.3	10.1	0.0
9	2.3	1.8	6.3

x^2 = 35.17	C	b	G	D
21df	.170	-.074	-.142	-.112

Table 48a. Expected Occupation by Importance of College to Girls Planning to be Housewives, in Percent

Expected Occupation Prestige Rating	Importance of College to Housewives		
	Important (339)	Indifferent (599)	Unnecessary (229)
4	0.9	1.5	3.9
5	4.1	9.8	14.8
6	20.9	27.5	31.9
7	41.0	34.1	25.3
8	15.6	11.4	6.6
9	3.8	2.2	0.9

x^2 = 74.07	C	b	G	D
21df	.243	-.145	-.208	-.163

Table 49. Expected Occupation by Relative Importance of College for Boys and Girls, in Percent

Expected Occupation Prestige Rating	Relative Importance of College Education: Equally Important for boys and girls (954)	Relative Importance of College Education: More Important for boys (212)
4	1.9	1.4
5	8.2	14.2
6	26.1	27.8
7	36.9	23.6
8	11.0	13.7
9	2.2	2.8

x^2 = 31.36	C	b	G	D
14df	.161	-.050	-.100	-.089

Table 50. Expected Occupation by Having Held Previous Paid Job, in Percent

Expected Occupation Prestige Rating	Held Previous Job: Yes (917)	Held Previous Job: No (239)
4	2.1	0.8
5	9.6	7.5
6	27.3	23.4
7	32.5	41.4
8	12.8	7.1
9	2.3	2.9

x^2 = 34.79	C	b	G	D
21df	.169	-.001	-.003	-.002

Table 51. Expected Occupation by Prestige of Father's Occupation, in Percent

Expected Occupation Prestige Rating	Prestige of Father's Occupation		
	Low (150)	Medium (342)	High (585)
4	4.7	2.3	0.9
5	13.3	11.1	6.0
6	28.7	28.7	23.9
7	28.7	31.6	39.5
8	10.0	9.4	13.8
9	0.0	2.0	3.1

$x^2 = 51.38$	C	b	G	D
21df	.206	.142	.201	.158

Table 52. Expected Occupation by Total Number of Siblings, In Percent

Expected Occupation Prestige Rating	Number of Siblings								
	1 (104)	2 (220)	3 (233)	4 (224)	5 (132)	6 (91)	7 (45)	8+ (79)	None (31)
4	1.0	0.9	1.3	3.1	1.5	1.1	2.2	3.8	3.2
5	5.8	5.5	9.0	12.1	9.1	5.5	15.6	16.5	9.7
6	25.0	28.2	26.2	22.8	29.5	29.7	26.7	25.3	29.0
7	36.5	36.4	35.2	35.3	35.6	27.5	22.2	39.2	19.4
8	13.5	13.6	9.9	10.3	10.6	14.3	13.3	5.1	25.8
9	3.8	3.2	2.6	0.9	2.3	4.4	2.2	1.3	0.0

$x^2 = 69.89$	C	b	G	D
63df	.236	-.039	-.048	-.037

Table 53. Expected Occupation by Years of Father's Education, in Percent

Expected Occupation Prestige Rating	Years of Father's Education -8 (51)	8 (254)	8+ (119)	12 (307)	Att Jr.C. (21)	Comp Jr.C. (103)	Att Coll (81)	Comp Coll (124)	Adv Degree (63)
4	2.0	2.8	2.5	2.6	0.0	1.0	0.0	0.8	0.0
5	9.8	11.8	13.4	8.8	4.8	13.6	6.2	1.6	3.2
6	37.3	34.5	28.6	25.1	23.8	26.2	25.9	15.3	9.5
7	25.5	31.9	29.4	40.1	38.1	35.0	34.6	40.3	31.7
8	9.8	5.9	10.1	7.5	14.3	10.7	17.3	23.4	30.2
9	2.0	1.2	0.0	2.6	0.0	0.0	4.9	4.0	11.1

x^2 = 162.35 63df	C .348	b .168	G .206	D .161

Table 54. Expected Occupation by Years of Mother's Education, in Percent

Expected Occupation Prestige Rating	Years of Mother's Education 8- (33)	8 (156)	8+ (126)	12 (420)	Att Jr.C. (33)	Comp Jr.C. (150)	Att Coll (92)	Comp Coll (104)	Adv. Degree (24)
4	3.0	3.8	1.6	1.9	0.0	0.7	2.2	0.0	0.0
5	24.2	16.7	14.3	9.0	6.1	5.3	3.3	1.0	4.2
6	24.2	36.5	35.7	27.6	33.3	20.7	14.1	14.4	12.5
7	18.2	24.4	28.6	36.4	45.5	36.7	46.7	42.3	25.0
8	9.1	6.4	5.6	9.3	6.1	16.7	21.7	20.2	25.0
9	3.0	1.9	0.8	1.4	0.0	4.0	4.3	2.9	12.5

x^2 = 159.10 63df	C .345	b .179	G .224	D .175

Table 55. Expected Occupation by Mother Having a Paid Job, in Percent

Expected Occupation Prestige Rating	Mother Yes (505)	 No (644)
4	1.6	1.9
5	7.7	10.2
6	26.1	26.6
7	35.0	34.0
8	12.5	11.2
9	2.2	2.5

x^2 = 10.08	C	b	G	D
14df	.092	-.002	-.003	-.002

Table 56. Expected Occupation by Anticipated Time to Marriage, in Percent

Expected Occupation Prestige Rating	1 (71)	Anticipated Years to Marriage 2-3 (237)	4-5 (401)	5-10 (265)	10+ (99)
4	2.8	2.5	1.0	1.9	4.0
5	25.4	12.7	7.0	4.9	10.1
6	33.8	37.1	24.4	20.4	26.3
7	19.7	32.1	40.4	35.5	25.3
8	1.4	3.8	12.5	18.5	11.1
9	0.0	0.8	2.0	3.0	6.1

x^2 = 116.86	C	b	G	D
35df	.302	.102	.131	.103

Table 57. Expected Occupation by North Dakota Nativity, in Percent

Expected Occupation Prestige Rating	North Dakota Nativity Native (823)	 Immigrant (208)
4	1.8	2.4
5	9.6	8.2
6	24.9	27.9
7	35.4	33.2
8	12.3	12.5
9	2.3	2.9

x^2 = 14.34	C	b	G	D
14df	.100	.046	.077	.060

Table 58. Expected Occupation by Location of Residence, in Percent

Expected Occupation Prestige Rating	Farm (290)	PNF (64)	Location of Residence -1,000 (68)	 1-1,999 (112)	 2-5,000 (75)	5-25,000 (242)	25,000+ (305)
4	1.4	1.6	7.4	2.7	1.3	1.7	1.0
5	12.4	15.6	4.4	8.9	9.3	9.9	5.2
6	30.3	37.5	29.4	28.6	26.7	22.3	20.0
7	37.6	25.0	36.8	35.7	38.7	29.8	36.1
8	7.6	9.4	11.8	10.7	10.7	10.7	17.7
9	1.7	3.1	1.5	1.8	1.3	1.7	4.3

x^2 = 105.18	C	b	G	D
49df	.286	.052	.065	.051

FACTORS RELATED TO EDUCATIONAL EXPECTATION

In this chapter we examine the extent to which there is a relationship between a number of personal and socio-economic characteristics of respondents and their expectation of attending a four year college. The latter was determined by accepting as bona fide college entrants only those respondents able to name the college they would attend in the fall following high school graduation. While stringent, this criterion prevented undue inclusion of individuals whose aspirations might exceed reality.

Males and females expected to attend college in approximately equal proportions, Table 59, with females holding a slight edge.

Membership and officership in school clubs was associated with expectations of attending college, Tables 60 and 61, with increased participation related to higher proportion of college attendance. Membership beyond eleven accumulated years did not add to expectation of higher education. And limited officership prevented analysis beyond five years. Participation in varsity athletics was not associated with expectation of college attendance in any patterned manner, Table 62.

The association between prestige of desired occupation and expectation of college entry was completely monotonic, Table 63. Increasing prestige aspirations were uniformly associated with increasing percentages of college expectation.

Students in the college preparatory curriculum, logically, expected in large proportion to attend college, Table 64, although one third of them did not. Very few students in the vocational education curriculum had such expectation, nor did many of those in the business educational curriculum.

The correlation between prestige of expected occupation and expectation of college entry was high, Table 65. Few students expecting to participate in occupations of low prestige expected to attend college, while more than half of those perceiving entry into high prestige occupations concluded that they would.

Plans to migrate from the area of present residence were associated with expectation of college entry, Table 66.

With one exception, no particular pattern of relationship developed between the person most influential of *occupational* decision and plans for college entry, Table 67. The exception was that expectation of college entry was greatest among students who had perceived a teacher as most influential of the occupational decision. This relationship is given additional support by the data of Table 68 wherein increasing influence of prior education upon the occupational decision is accompained by increasing proportions of students with collegial expectation.

Expectation of college entry was not associated with the certainty of entry into the expected occupation, Table 69.

Failure to discuss the *occupational* decision with the mother was associated with an increasing expectation of college entry, Table 70. This condition did not pertain for discussion of the occupational decision with the father, Table 72. On the other hand, agreement with the occupational decision by the mother and by the father was associated with increased expectation of college entry, Tables 71 and 73.

Turning to considerations relating to the *educational* decisions of respondents, we find only vague and perhaps nonmeaningful patterns of association between the person most influential of the educational decision (whether attending college or not) and the expectation of college entry, Table 74. Projected attendance rate was highest among those who perceived the sister as most influential. Attendance rate among those considering a teacher most influential was second highest. Fathers, perhaps because they foot the bill, were perceived as most influential by the third highest attendance rate. This latter finding is inconsistent with the findings of most aspirations studies, which find the mother exerts more influence than the father on college plans. The present data are considered from a somewhat different point of view and cannot be considered to refute those previous findings.

Discussion of the educational decision with the mother and with the father, Tables 75 and 77, was positively associated with expectation of college entry. The attitude of both the mother and the father, Tables 76 and 78, also had a monotonic relationship to expectation of college entry. Perception of decreasing parental approval of the educational decision was associated with decreasing proportions of respondents expressing collegial expectation.

There was a direct association between the degree of perceived influence of prior education upon the educational decision and the expectation of college entry, Table 79.

Perceived importance of college for youths of variant occupational aspiration was associated with respondent expectation of college entry, Tables 80-83. College was seen as more important for boys planning non-farming careers, and for girls planning working careers. But regardless of the hypothetical career patterns involved, those respondents who considered college most important included greater proportions whose own expectation was of college entry. A kind of symbolic generalization function seems to be involved. Similarly, those who considered college equally important for girls and boys, Table 84, included more who planned college entry than was true for those who thought college more important for boys.

Respondents who had not had a previous paid job included slightly more students with college expectations, Table 85, but the differences were small.

Several family characteristics seem to have been associated with expectation of college entry. As the prestige of the father's occupation increased, the proportion of respondents anticipating college entry increased also, Table 86. Having but one or two siblings was associated with greater expectation of college entry, Table 87, but the absence of any siblings was not. Generally, an increased level of educational attainment by either the mother or the father was associated with increased expectation of college entry, Tables 88 and 89. Expectation of college entry was slightly higher among students whose mother did not have a paid job, Table 90.

Perception of increased length of time to marriage by respondents was associated with increased expectation of college entry, Table 91, although delay beyond 10 years detracted from rather than increased the percentage of students expecting college entry.

Respondents not native to North Dakota projected a somewhat higher rate of college entry than did native born students, Table 92.

Students living on farms did not expect to enter college in as large proportion as those living in the largest cities, Table 93. But the anticipated entry levels in the intervening residence categories were unordered. Students living in the open country, but not on farms, had the lowest anticipated entry rates.

Table 59. Educational Expectation by Sex, in Percent

Educational Expectation	Sex Male (559)	 Female (617)
College	35.6	37.4
Non-college	59.2	59.0

$x^2 = 4.54$	C	b	G	D
5df	.062	-.007	-.014	-.007

Table 60. Educational Expectation by Years of Club Membership, in Percent

Educational Expectation	Years of Club Membership 0-2 (565)	 3-5 (410)	 6-8 (112)	 9-11 (36)	 12+ (22)
College	25.8	46.1	50.9	66.7	36.4
Non-college	70.1	48.9	44.6	33.3	59.1

$x^2 = 90.31$	C	b	G	D
25df	.267	-.204	-.344	-.185

Table 61. Educational Expectation by Years of Club Officership, in Percent

Educational Expectation	Years of Club Officership 0-2 (977)	 3-5 (137)
College	34.0	59.9
Non-college	62.2	32.1

$x^2 = 79.71$	C	b	G	D
25df	.251	-.177	-.417	-.234

Table 62. Educational Expectation by Years of Varsity Athletics, in Percent

Educational Expectation	Years in Athletics 1 (90)	2 (92)	3 (74)	4 (73)	5 (41)	6 (49)	7 (27)	8 (30)	9+ (49)
College	38.9	38.0	33.8	42.5	39.0	55.1	44.4	50.0	46.9
Non-college	58.9	55.4	59.5	50.7	61.0	40.8	51.9	40.0	49.0

x^2 = 63.58	C	b	G	D
45df	.226	-.002	-.153	-.081

Table 63. Educational Expectation by Prestige of Desired Occupation, in Percent

Educational Expectation	Prestige of Desired Occupation 5 (61)	6 (316)	7 (450)	8 (163)	9 (49)
College	4.9	7.9	47.1	67.5	69.4
Non-college	93.4	88.6	50.0	25.8	22.4

x^2 = 308.04	C	b	G	D
30df	.463	-.357	-.548	-.300

Table 64. Educational Expectation by High School Curriculum in Percent

Educational Expectation	Curriculum Gen. Ed. (675)	Coll. Prep. (244)	Voc. Ed. (47)	Bus. Ed. (87)
College	32.7	63.9	6.4	12.6
Non-college	39.1	7.6	4.1	6.5

x^2 = 139.24	C	b	G	D
25df	.338	-.036	-.067	-.035

Table 65. Educational Expectation by Prestige of Expected Occupation, in Percent

Educational Expectation	Prestige of Expected Occupation Low (439)	High (568)
College	9.3	58.5
Non-college	87.9	37.1

x^2 = 288.10	C	b	G	D
10df	.454	-.360	-.590	-.351

Table 66. Educational Expectation by Probability of Moving, in Percent

Educational Expectation	Probability of Moving Yes (633)	No (433)
College	40.0	28.6
Non-college	56.2	66.5

x^2 = 31.10	C	b	G	D
10df	.160	.112	.205	.107

Table 67. Educational Expectation by Person Most Influential of Occupational Decision, in Percent

	Influential Person							
Ed. Exp.	Mother (175)	Father (186)	Sister (47)	Brother (64)	Friend (163)	Teacher (153)	Other Relative (42)	Other Person (136)
Coll.	36.6	34.4	42.6	25.0	32.5	51.6	28.6	42.6
Non-c.	61.7	61.9	53.2	70.3	63.8	44.4	69.0	52.2

x^2 = 53.59	C	b	G	D
40df	.218	-.048	-.072	-.037

Table 68. Educational Expectation by Educational Influence on Occupational Decision, in Percent

Educational Expectation	Educational Influence Great Deal (134)	Quite a Bit (355)	Very Little (457)	None (102)
College	40.3	30.7	35.4	30.2
Non-college	55.2	54.0	60.8	67.7

	C	b	G	D
x^2 = 38.69 20df	.178	.081	.133	.069

Table 69. Educational Expectation by Certainty of Entry into Expected Occupation, in Percent

Educational Expectation	Certainty of Entry Certain (332)	Believe (509)	Not Sure (291)
College	30.7	41.3	34.4
Non-college	65.7	53.6	62.2

	C	b	G	D
x^2 = 22.62 15df	.137	-.003	-.006	-.003

Table 70. Educational Expectation by Discussion of Expectation with Mother, in Percent

Educational Expectation	Extent of Discussion with Mother Quite a Bit (559)	Not Very Much (481)	Not At All (76)
College	35.4	36.8	39.5
Non-college	61.2	57.8	56.6

	C	b	G	D
x^2 = 16.93 15df	.120	-.004	-.007	-.003

Table 71. Educational Expectation by Mother's Attitude Toward Expected Occupation, in Percent

Educational Expectation	Mother's Attitude Agrees (941)	Accepts (112)
College	37.1	29.5
Non-college	58.7	66.1

$x^2 = 20.05$	C	b	G	D
15df	.130	.052	.129	.066

Table 72. Educational Expectation by Discussion of Expectation with Father, in Percent

	Extent of Discussion with Father		
Educational Expectation	Quite a Bit (419)	Not Very Much (501)	Not at All (160)
College	36.3	36.9	34.4
Non-college	60.1	58.3	61.9

$x^2 = 12.32$	C	b	G	D
15df	.104	.026	.045	.023

Table 73. Educational Expectation by Father's Attitude Toward Expected Occupation, in Percent

	Father's Attitude		
Educational Expectation	Agrees (876)	Accepts (104)	Opposed (30)
College	37.7	29.8	23.3
Non-College	59.1	66.3	73.3

$x^2 = 55.44$	C	b	G	D
20df	.217	.068	.153	.080

Table 74. Educational Expectation by Person Most Influential of Education Decision, in Percent

	Influential Person							
Ed. Exp.	Mother (263)	Father (187)	Sister (82)	Brother (84)	Friend (152)	Teacher (85)	Other Relative (20)	Other Person (99)
Col.	35.0	42.2	58.5	34.5	38.2	44.7	20.0	39.4
Non-c.	60.8	53.5	41.5	60.7	59.2	54.1	75.0	57.6

$x^2 = 128.85$	C	b	G	D
40df	.329	-.030	-.045	-.024

Table 75. Educational Expectation by Discussion of Educational Decision With Mother, in Percent

	Extent of Discussion with Mother		
Educational Expectation	Quite a Bit (612)	Not Very Much (431)	Not at All (95)
College	45.6	30.2	9.5
Non-college	49.8	65.9	86.3

$x^2 = 81.66$	C	b	G	D
15df	.257	.183	.338	.175

Table 76. Educational Expectation by Mother's Attitude Toward Educational Decision, in Percent

	Mother's Attitude		
Educational Expectation	Agrees (901)	Accepts (147)	Opposed (57)
College	41.8	21.8	12.3
Non-college	54.3	72.8	82.5

$x^2 = 68.94$	C	b	G	D
15df	.237	.084	.199	.100

Table 77. Educational Expectation by Discussion of Educational Decision with Father, in Percent

	Extent of Discussion with Father		
Educational Expectation	Quite a Bit (490)	Not Very Much (471)	Not at All (136)
College	48.0	31.4	15.4
Non-College	47.6	64.8	79.4

x^2 = 79.04	C	b	G	D
15df	.257	.176	.311	.161

Table 78. Educational Expectation by Father's Attitude Toward Educational Decision, in Percent

	Father's Attitude		
Educational Expectation	Agrees (843)	Accepts (147)	Opposed (51)
College	42.3	21.1	15.7
Non-college	53.7	74.1	82.4

x^2 = 62.76	C	b	G	D
15df	.230	.064	.146	.072

Table 79. Educational Expectation by Educational Influence on Educational Decision, in Percent

	Influence of Education			
Educational Expectation	Great Deal (160)	Quite a Bit (389)	Very Little (453)	None (158)
College	41.3	39.6	35.1	30.4
Non-college	52.5	56.3	61.6	65.2

x^2 = 34.55	C	b	G	D
20df	.168	.043	.071	.037

Table 80. Educational Expectation by Importance of College for Boys Planning Nonfarm Occupations, in Percent

	Importance of College		
Educational Expectation	Important (933)	Indifference (198)	Unnecessary (24)
College	40.8	18.7	12.5
Non-college	54.8	78.8	70.8

$x^2 = 73.64$	C	b	G	D
15df	.242	.167	.410	.205

Table 81. Educational Expectation by Importance of College To Boys Who Plan to Farm, in Percent

	Importance of College		
Educational Expectation	Important (561)	Indifference (478)	Unnecessary (118)
College	46.2	30.3	15.3
Non-college	50.4	64.6	78.8

$x^2 = 67.31$	C	b	G	D
15df	.232	.163	.291	.151

Table 82. Educational Expectation by Importance of College to Girls Planning Working Careers, in Percent

	Importance of College	
Educational Expectation	Important (929)	Indifference (218)
College	39.1	26.1
Non-college	56.8	68.8

$x^2 = 32.60$	C	b	G	D
15df	.164	.099	.240	.122

Table 83. Educational Expectation by Importance of College for Girls Planning to be Housewives, in Percent

Educational Expectation	Importance of College Important (339)	Indifference (599)	Unnecessary (229)
College	51.3	35.1	18.3
Non-college	42.8	61.3	78.2

$x^2 = 91.68$	C	b	G	D
15df	.268	.217	.376	.198

Table 84. Educational Expectation by Relative Importance of College for Boys and Girls, in Percent

Educational Expectation	As Important for Girls as for Boys Yes (954)	No (212)
College	38.3	29.2
Non-college	58.1	64.6

$x^2 = 35.47$	C	b	G	D
10df	.171	.044	.111	.057

Table 85. Educational Expectation by Having Had Previous Paid Job, in Percent

Educational Expectation	Previous Paid Job Yes (917)	No (239)
College	36.5	38.1
Non-college	59.5	57.7

$x^2 = 42.65$	C	b	G	D
15df	.187	-.013	-.032	-.016

Table 86. Educational Expectation by Prestige of Father's Occupation, in Percent

Educational Expectation	Prestige of Father's Occupation Low (150)	Medium (342)	High (585)
College	22.7	31.0	45.0
Non-college	75.3	64.9	51.5

x^2 = 68.79	C	B	G	D
15df	.237	-.139	-.244	-.126

Table 87. Educational Expectation by Total Number of Siblings, in Percent

	Number of Siblings								
Ed. Exp.	None (31)	1 (104)	2 (220)	3 (233)	4 (224)	5 (132)	6 (91)	7 (45)	8 or more (79)
Col.	35.5	44.2	46.8	35.2	34.4	32.6	37.4	35.6	20.3
Non-c.	58.1	50.0	49.5	58.8	62.5	63.6	59.3	64.4	79.7

x^2 = 119.83	C	b	G	D
45df	.304	.111	.167	.086

Table 88. Educational Expectation by Years of Father's Education, in Percent

	Years of Father's Education								
Ed. Exp.	-8 (51)	8 (254)	8+ (119)	12 (307)	Att. Jr.C. (21)	Comp. Jr.C. (103)	Att. Coll. (81)	Comp. Coll. (124)	Adv. Degree (63)
Col.	23.5	18.1	27.7	39.4	47.6	34.0	58.0	61.3	63.5
Non-c.	76.5	78.7	68.1	57.3	47.6	63.1	39.5	31.5	28.6

x^2 = 185.67	C	B	G	D
45df	.369	-.241	-.358	-.188

Table 89. Educational Expectation by Years of Mother's Education, in Percent

	Years of Mother's Education								
Ed. Exp.	-8 (33)	8 (156)	8+ (126)	12 (420)	Att Jr.C. (33)	Comp Jr.C. (150)	Att Coll. (92)	Comp Coll. (104)	Adv Degree (24)
Col.	12.1	16.0	16.7	37.6	24.2	50.0	59.8	60.6	62.5
Non-c.	84.8	82.7	80.2	58.6	72.7	47.3	34.8	32.7	20.8

x^2 = 220.31	C	b	G	D
45df	.397	-.276	-.420	-.220

Table 90. Educational Expectation by Mother's Having a Paid Job, in Percent

	Mother's Having a Paid Job	
Educational Expectation	Yes (505)	No (644)
College	35.0	38.5
Non-college	60.4	57.9

x^2 = 27.64	C	b	G	D
10df	.151	-.030	-.059	-.031

Table 91. Educational Expectation by Anticipated Years to Marriage, in Percent

	Anticipated Years to Marriage				
Educational Expectation	One Year (71)	2-3 Years (237)	4-5 Years (401)	5-10 years (265)	10 years + (99)
College	5.6	23.2	42.4	48.7	36.4
Non-college	90.1	73.8	53.6	47.5	60.6

x^2 = 102.22	C	b	G	D
25df	.284	-.141	-.223	-.116

Table 92. Educational Expectation by North Dakota Nativity, in Percent

Educational Expectation	Nativity Native (823)	Immigrant (208)
College	36.9	42.3
Non-college	59.7	52.9

x^2 = 26.60	C	b	G	D
10df	.148	-.068	-.137	-.072

Table 93. Educational Expectation by Location of Residence, in Percent*

Educational Expectation	Residence Farm	RNF	Urban -1000	1-1999	2-5000	5-25000	25000+
College	34.7	18.2	41.2	34.0	34.2	27.6	51.1
Non-college	65.3	81.8	58.8	66.0	65.8	72.4	48.9

*Table developed independently of computer program package. No statistics computed.

Table 94. Number of Club Memberships, by Sex, in Percent

Number of Memberships	Sex Male (559)	Female (617)
0-2	54.6	42.1
3-5	32.7	38.2
6-8	6.4	12.3
9-11	2.0	4.1
12+	1.8	1.9

x^2 = 29.04	C	b	G	D
5df	.155	.141	.251	.126

RELATIONSHIPS OF RESPONDENTS' SEX TO VARIOUS FACTORS

The preceding chapters have dealt with the occupational aspirations and expectations of respondents, and with their educational expectations, investigating the manner in which those variables were associated with a number of personal and socio-economic categories into which respondents could be incorporated. The next three chapters deviate from this emphasis upon the occupational and educational expectations of the students, and are devoted instead to investigation of associations between the sex and residence categories and numerous other factors descriptive of the respondents. In effect, these three chapters constitute a description of the sample ordered on the bases of sex and residence.

Female respondents engaged in more extensive club membership and officership, Tables 94 and 95. Greater proportions of males were located in the college preparatory curriculum, Table 96, while females predominated in the business education curriculum.

Females had more frequently selected their expected occupation on the basis of altruism, and less frequently for the potential rewards it offered, Table 97. Both females and males had made the occupational decision basically in the latest years of their education, and the percentages of those making the decision in each grade varied little, Table 98.

Males and females equally perceived a necessity of migrating to obtain the expected occupation, Table 99, but females were more prone to intend to migrate without regard to occupational necessity, Table 100. It might be noted in passing that this is a continuance of an old tradition.

Males tended to consider their occupational decision to have been more influenced by their father, while females considered the mother to have been more influential, Table 101. This sex role relationship continued with the perceived influence of siblings. Females considered their prior education to have had more influence upon their occupational decision than did males, Table 102.

Females tended to be somewhat more certain of entry into their expected occupation, Table 103.

Female respondents had tended to discuss their occupational decision more extensively with their mothers than had males, Table 104, and to perceive their mothers in agreement with that decision more frequently than did males, Table 105. A greater proportion of males than females had discussed the occupational decision at length with their fathers, Table 106, but the respondents showed no appreciable sex bias in consideration of the extent to which their father agreed with the occupational decision taken, Table 107.

More males than females had a promise of a job upon graduation from high school, Table 108. But respondents planned to enter college in almost identical proportions, Table 109.

Within the group not planning college attendance, males and females exhibited nearly equal desire to go to college, Table 110, but males planned in greater proportion to attend at some other time, Table 111. Reasons for failure to attend college in the fall were essentially identical for both sexes except that males were slightly more prone to cite an intervening obligation, Table 112. Males expressed possession of alternative educational plans in slightly greater proportions than did females, Table 113.

Ability to name college of entry -- the ultimate criterion of attendance for purposes of this study -- did not vary much between males and females, Table 114. What difference there was favored female respondents.

Reason for selection of the named college was quite equally distributed among female and male respondents, Table 115, except for the category of specialized offering which was named by a greater proportion of females. Anticipated college major differed greatly by sex, with females expecting enrollment more extensively in liberal arts, education, and professional curricula, while males were found more frequently in the categories of agriculture, engineering, and technical fields, Table 116.

Females considered their mothers to have been more influential of their educational decision than did males, Table 117, and males by a considerably greater extent considered their fathers to have been most influential. The sex bias continued with respect to the influence of siblings. Females responded more frequently to the influence of a friend and to an "other" person. Teachers had not been most influential of the educational decision for many respondents of either sex.

Females had discussed their educational decision extensively with their parents more frequently than had males, Tables 118 and 120. The disparity was considerably greater regarding discussion with the mother. Perception of a favorable attitude toward the educational decision by parents of the respondents was high and about equal between males and females, Tables 119 and 121. Neither males nor females considered their fathers to have been favorably disposed as frequently as they considered their mothers to exhibit this attitude, with the disparity somewhat greater for females. A greater proportion of males than females considered their prior education to have exerted great influence upon their educational decision, Table 122, a fact counterbalanced by their simultaneously greater declaration of no influence of prior education whatsoever.

A greater proportion of females perceived college as important for each of the occupational types and sex statuses regarding which the question was asked, Tables 123-126. Females also considered college equally important for girls and for boys more frequently than did males, Table 127.

A large proportion of females had held a previous paid job, Table 128, but not so large a proportion as was the case for males.

Greater proportions of females anticipated marriage in relatively few years following graduation from high school, Table 124, with greater proportions of males anticipating intervention of considerable numbers of years.

Table 95. Number of Club Officerships, by Sex, in Percent

Number of Officerships	Sex Male (559)	 Female (617)
0-2	83.0	83.1
3-5	10.4	12.8
6-8	0.7	1.3
9-11	0.0	0.2
12+	0.2	0.0

x^2 = 11.51	C	b	G	D
5df	.098	.073	.191	.095

Table 96. High School Curriculum, by Sex, in Percent

Curriculum	Sex Male (523)	 Female (556)
General Education	62.7	62.4
College Prep.	25.8	19.6
Vocational Education	7.1	1.8
Business Education	2.5	13.3

x^2 = 62.63	C	b	G	D
5df	.234	.019	.036	.018

Table 97. Reason for Entering Expected Occupation, by Sex, in Percent

Reason	Sex Male (519)	 Female (573)
General Interest	48.0	44.3
Altruism	2.5	19.9
Reward	22.5	15.2
Influence of Person	3.7	1.2
Knowledge of Occupation	6.7	6.3
Opening Available	2.9	1.2

x^2 = 91.98	C	b	G	D
7df	.278	-.000	-.001	-.000

Table 98. Grade Decided Upon Entry to Expected Occupation, by Sex, in Percent

Grade at Decision	Sex Male (559)	Female (617)
12th	30.2	32.1
11th	30.6	32.6
10th	15.2	16.0
9th	7.0	6.3
8th	2.5	2.3
7th	2.5	1.8
6th	1.3	0.8
5th	0.5	0.6
4th and less	1.6	1.6

x^2 = 5.53	C	b	G	D
9df	.068	.004	.006	.003

Table 99. Necessity of Migrating to Obtain Expected Occupation, by Sex, in Percent

Necessity of Migrating	Sex Male (559)	Female (617)
Yes	51.2	51.4
No	41.7	41.8

x^2 = 0.54	C	b	G	D
2df	.006	.003	.005	.002

Table 100. Probability of Migrating, by Sex, in Percent

Probability of Migrating	Sex Male (559)	Female (617)
Yes	49.7	57.5
No	41.0	33.1

x^2 = 8.29	C	b	G	D
2df	.083	-.067	-.126	-.063

Table 101. Person Most Influential of Occupational Decision, by Sex, in Percent

	Sex	
Influential Person	Male (491)	Female (575)
Mother	10.2	21.7
Father	27.5	8.9
Sister	1.0	7.3
Brother	10.8	1.9
Friend	13.2	17.0
Teacher	11.8	16.5
Other Relative	3.9	4.0
Other Person	10.8	14.4

x^2 = 144.03	C	b	G	D
8df	.345	.049	.074	.037

Table 102. Influence of Education on Occupational Decision, by Sex, in Percent

	Sex	
Educational Influence	Male (559)	Female (617)
Great Deal	9.3	13.3
Quite a Bit	28.8	31.4
Very Little	38.8	38.9
None	19.5	13.5

x^2 = 11.73	C	b	G	D
4df	.099	-.072	-.121	-.060

Table 103. Certainty of Entry into Expected Occupation, by Sex, in Percent

	Sex	
Certainty	Male (559)	Female (617)
Certain	25.6	30.6
Believe	44.4	42.3
Not Sure	25.8	23.8

x^2 = 4.24	C	b	G	D
3df	.060	-.033	-.057	-.028

Table 104. Discussion of Occupational Decision with Mother, by Sex, in Percent

	Sex	
Extent of Discussion	Male (549)	Female (603)
Quite a Bit	36.6	59.4
Not Very Much	49.9	34.3
Not At All	9.8	3.6

$x^2 = 64.95$	C	b	G	D
3df	.231	-.204	-.364	-.188

Table 105. Mother's Attitude Toward Occupational Decision, by Sex, in Percent

	Sex	
Mother's Attitude	Male (550)	Female (603)
Agrees	78.2	84.7
Accepts	11.8	7.8
Opposed	1.5	1.8

$x^2 = 10.01$	C	b	G	D
3df	.092	-.008	-.022	-.011

Table 106. Discussion of Occupational Decision with Father, by Sex, in Percent

	Sex	
Extent of Discussion	Male (527)	Female (591)
Quite a Bit	44.4	31.3
Not Very Much	39.7	49.4
Not At All	12.0	16.4

$x^2 = 23.54$	C	b	G	D
3df	.143	.130	.229	-.115

Table 107. Father's Attitude Toward Occupational Decision, by Sex, in Percent

	Sex	
Father's Attitude	Male (527)	Female (590)
Agrees	77.2	79.5
Accepts	10.4	8.3
Opposed	1.9	3.4

$x^2 = 5.56$	C	b	G	D
4df	.070	.007	.018	.009

Table 108. Promise of a Job Upon Graduation, by Sex, in Percent

	Sex	
Job Promised	Male (559)	Female (617)
Yes	20.8	11.0
No	75.7	84.6

$x^2 = 21.86$	C	b	G	D
3df	.135	.107	.260	.132

Table 109. Plan to Enter Four Year College Next Fall, by Sex, in Percent

	Sex	
Plan to Enter College	Male (559)	Female (617)
Yes	38.6	38.9
No	59.6	59.2

$x^2 = 0.05$	C	b	G	D
2df	.006	-.004	-.009	-.004

Table 110. Desire to Attend College by Those Not Planning to Attend Four Year College Next Fall, by Sex, in Percent

	Sex	
Desire to Attend	Male (343)	Female (378)
Yes	19.8	18.8
No	76.4	76.5

$x^2 = 0.49$	C	b	G	D
2df	.026	-.001	-.004	-.002

Table 111. Plan to Attend College at Some Other Time by Those Not Planning to Attend Four Year College Next Fall, by Sex, in Percent

	Sex	
Plan to Attend College	Male (342)	Female (377)
Yes	20.5	15.4
No	76.0	80.4

$x^2 = 3.28$	C	b	G	D
2df	.067	.047	.112	.056

Table 112. Reason for Not Attending College by Those Not Planning to Attend Four Year College Next Fall, by Sex, in Percent

	Sex	
Reason for Non-attendance	Male (298)	Female (323)
Expense	15.4	14.6
Family Opposition	0.0	0.9
Personal Disinterest	31.2	32.5
Inadequate Grades	0.7	0.3
Intervening Obligation	3.4	1.9
Other Educational Plans	39.9	40.9

$x^2 = 6.94$	C	b	G	D
8df	.105	.008	.013	.006

Table 113. Other Educational Plans by Those Not Planning to Attend Four Year College Next Fall, by Sex, in Percent

Have Other Educational Plans	Sex Male (342)	 Female (373)
Yes	68.4	65.7
No	25.7	27.6

x^2 = 0.64	C	b	G	D
2df	.029	.011	.023	.011

Table 114. Ability to Name College of Attendance Next Fall, by Sex, in Percent

Named College	Sex Male (559)	 Female (617)
Yes	35.6	37.4
No	61.5	60.3

x^2 = 2.62	C	b	G	D
3df	.047	.014	.029	.014

Table 115. Reasons for Choice by Those Naming Four Year College of Attendance Next Fall, by Sex, in Percent

Reason for Choice	Sex Male (222)	 Female (247)
Nearness	19.4	21.5
Reputation	9.5	8.5
Specialized Offering	30.6	39.3
Family Tradition	3.2	2.4
Friend is Going	0.5	0.4
Inexpensive	4.1	5.3

x^2 = 12.97	C	b	G	D
8df	.164	.051	.081	.040

Table 116. Projected College Major, by Sex, in Percent

	Sex	
Major	Male (132)	Female (175)
Liberal Arts	18.9	26.9
Education	6.1	28.0
Agriculture	6.1	0.6
Engineering	12.1	0.6
Other Technical	31.1	13.1
Other Professional	9.8	18.9

x^2 = 66.02	C	b	G	D
7df	.420	-.035	-.053	-.027

Table 117. Person Most Influential of Education Decision, by Sex, in Percent

	Sex	
Influential Person	Male (494)	Female (566)
Mother	22.9	26.5
Father	23.5	12.5
Sister	3.6	11.3
Brother	12.6	3.9
Friend	11.7	16.6
Teacher	7.9	8.1
Other Relative	1.2	2.5
Other Person	6.9	11.5

x^2 = 79.09	C	b	G	D
8df	.263	.063	.095	.048

Table 118. Discussion of Educational Decision with Mother, by Sex, in Percent

	Sex	
Extent of Discussion	Male (549)	Female (603)
Quite a Bit	42.4	62.9
Not Very Much	44.6	30.8
Not at All	11.8	5.0

x^2 = 53.67	C	b	G	D
3df	.210	-.205	-.372	-.191

Table 119. Mother's Attitude Toward Educational Decision, by Sex, in Percent

Mother's Attitude	Sex	
	Male (549)	Female (603)
Agrees	76.0	80.3
Accepts	13.3	12.3
Opposed	6.2	3.8

x^2 = 4.78	C	b	G	D
3df	.064	-.032	-.074	-.037

Table 120. Discussion of Educational Decision with Father, by Sex, in Percent

Extent of Discussion	Sex	
	Male (528)	Female (589)
Quite a Bit	42.0	45.5
Not Very Much	43.0	41.4
Not at All	13.8	10.7

x^2 = 5.55	C	b	G	D
3df	.070	-.056	-.102	-.051

Table 121. Father's Attitude Toward Educational Decision, by Sex, in Percent

Father's Attitude	Sex	
	Male (527)	Female (589)
Agrees	74.0	76.9
Accepts	15.0	11.5
Opposed	4.4	4.8

x^2 = 2.91	C	b	G	D
3df	.051	-.030	-.067	-.033

Table 122. Influence of Previous Education Upon Educational Decision, by Sex, in Percent

Influence of Education	Sex Male (559)	Female (617)
Great Deal	15.6	11.8
Quite a Bit	31.3	34.7
Very Little	37.2	39.7
None	15.0	12.0

x^2 = 8.19	C	b	G	D
4df	.083	-.006	-.010	-.005

Table 123. Perceived Importance of College to Boys Planning Nonfarm Occupations, by Sex, in Percent

Importance of College	Sex Male (559)	Female (617)
Important	75.0	83.3
Indifferent	20.8	13.3
Unnecessary	2.9	1.3

x^2 = 16.54	C	b	G	D
3df	.117	-.115	-.274	-.139

Table 124. Perceived Importance of College to Boys Planning to Farm, by Sex, in Percent

Importance of College	Sex Male (559)	Female (617)
Important	47.2	48.1
Indifferent	39.9	41.3
Unnecessary	11.4	8.8

x^2 = 2.55	C	b	G	D
3df	.046	-.024	-.044	-.022

Table 125. Perceived Importance of College to Girls Planning Working Careers, by Sex, in Percent

Importance of College	Sex Male (559)	Female (617)
Important	76.6	81.2
Indifferent	20.4	16.9
Unnecessary	1.8	1.0

$x^2 = 4.42$	C	b	G	D
3df	.061	-.050	-.121	-.061

Table 126. Perceived Importance of College to Girls Planning to be Housewives, by Sex, in Percent

Importance of College	Sex Male (559)	Female (617)
Important	23.6	33.5
Indifferent	53.5	48.6
Unnecessary	22.0	17.2

$x^2 = 15.14$	C	b	G	D
3df	.112	-.099	-.177	-.088

Table 127. Perceived Relative Importance of College to Boys and Girls, by Sex, in Percent

College as Important for Girls as for Boys	Sex Male (559)	Female (617)
Yes	76.4	85.4
No	22.4	14.1

$x^2 = 16.07$	C	b	G	D
2df	.116	-.096	-.239	-.121

Table 128. Previous Paid Job, by Sex, in Percent

Had Previous Paid Job	Sex Male (559)	Female (617)
Yes	84.1	72.4
No	13.2	26.7

x^2 = 37.71	C	b	G	D
3df	.176	.171	.405	.205

Table 129. Anticipated Years to Marriage, by Sex, in Percent

Anticipated Years to Marriage	Sex Male (547)	Female (612)
1	2.2	9.6
2-3	15.4	25.0
4-5	31.6	37.3
5-10	27.6	18.6
10+	13.7	3.9

x^2 = 90.59	C	b	G	D
5df	.269	-.172	-.275	-.139

RELATIONSHIPS OF RESPONDENTS' RESIDENCE TO VARIOUS FACTORS

Previous research has shown the existence of quantitative socio-economic and personal differences between residents of rural and urban areas. In this chapter we investigate the extent to which such relationships inhere for this sample.

Greater proportions of females than males were found to be resident in most of the residence categories used in the study, Table 130. It is assumed that this is more nearly a reflection of drop-out rates than of birth rates.

Rural respondents did not participate as extensively in club membership as did urban respondents, Table 131, which may reflect transportation difficulties or may be a consequence of a greater diversity of club offerings in the urban schools. Similarly, extensive club officership was -- slightly -- more frequently expressed by urban residents, Table 132.

The prestige of the desired occupation was great for a larger number of urban than rural residents, Table 133, a common finding in studies of this kind and in part attributable to the tendency of farm boys to give farming as the desired occupation. The typical increasing prestige level through increasingly urban residence categories is not found here and probably is related to the rather intense agricultural nature of the State of North Dakota.

Greater proportions of urban respondents were enrolled in college preparatory curricula, Table 134. A further reflection upon the absence of this curriculum in the smaller rural schools is seen in the high proportion of rural respondents enrolled in the general education curriculum. Enrollment in vocational education and in business education curricula also indicates some residential bias.

A greater proportion of the most urban respondents had high expected occupational prestige levels than did rural respondents, Table 135. This fact is even more meaningful when it is noted that the occupation of farming was classified in the high prestige category.

Reasons for entry into the expected occupation varied between the residence categories, Table 136, but it is difficult to discern patterns of association. More rural respondents were motivated by general interest than was true of urban students. And more of the urban students indicated potential reward as their reason for choice.

School grade of occupational decision remains the last few years for most respondents without regard for residence, Table 137, despite a very slight tendency for urban residents to have made up their minds in earlier school years.

Predictably, more rural than urban residents considered it would be necessary to migrate to obtain the desired occupation, Table 138. Residents of the smaller towns felt under even more compulsion to move. But actual plans to migrate did not vary so directly with residence, Table 139. Half of the residents of the largest urban areas expressed an intention of leaving.

Residents of the largest urban areas did not consider the mother influential of the occupational decision in the proportions typical of residents of other locations, Table 140. They did tend to put more emphasis upon nonfamily sources of influence, a friend or some other person, more frequently than did residents of other locations, but generally speaking the perception of the most influential person did not follow strict residence boundaries.

Residents of the larger urban areas tended more frequently to consider that prior education had greatly influenced their occupational decision, Table 141. But those categories also included large proportions of iconoclasts who considered prior education to have had no influence.

Residence bore no absolute relationship to the certainty with which respondents viewed entry into the expected occupation, Table 142, with the possible exception that urban residents tended to be unsure more frequently than farm residents.

Rural residents tended in greater proportions to discuss the expected occupation with their mothers, Table 143, a characteristic carried through by farm residents in relation to their fathers, Table 145. Rural residents also perceived both parents more frequently in agreement with their occupational decision than did the most urban residents, Tables 144 and 146. The disparity was greater with regard to the attitude of the mother.

No rural-urban differences in percent of respondents with promise of a paid job was discerned, Table 147.

A greater proportion of the most urban than of rural respondents planned to attend college, Table 148. Among those not planning attendance, a greater proportion of urban residents desired to attend, Table 149; a greater proportion of urban residents planned to attend at some other time, Table 150; urban residents were more frequently deterred by expense and less often by personal disinterest, Table 151; but a lesser proportion of urban than of farm respondents had alternative educational plans, Table 152. A considerably greater proportion of urban than of rural respondents was able to name the college of attendance, Table 153.

Nearness of the college played a large part in determination of attendance choice by urban respondents, Table 154, a not unlikely finding given the location of most colleges in the larger towns. Specialized curriculum was a dominant reason for choice by all residence categories except the most urban.

Variation in anticipated college major existed between the residence categories, Table 155. While it was not patterned, some rather surprising facts are evident, among them the greater enrollment in education curricula by farm respondents, and the equivalent enrollment in technical and professional curricula by farm and urban respondents.

The relatively limited perception of the father as a factor in the educational decision by rural youths is a departure from the pattern established by the other residential categories, Table 156. Siblings seem to have exerted more influence among farm than among the most urban respondents.

Farm and urban respondents were basically in agreement regarding the degree to which they discussed with their mothers their educational decision, Table 157. They were also quite uniform in perception of their mother's attitude toward the educational decision, Table 158. The similarity of response carried over to discussion of the educational decision with the father, Table 159, and perception of the father's attitude, Table 160, with slightly greater variation regarding the last factor.

Variations were expressed by residence in the influence of prior education upon the educational decision, Table 161, but the variance did not follow any particular pattern.

Some interesting associations developed in relation to residence differences regarding the importance of college. Rural respondents more frequently perceived college importanc to boys planning nonfarming careers than did urban respondents, Table 162. Conversely, urban respondents somewhat more frequently considered college important to boys planning to farm than did rural respondents, Table 163. This relationship carried through to the importance of college for girls, with farm respondents more frequently than rural respondents perceiving importance for girls planning working careers, Table 164, and a greater proportion urban respondents considering college important to housewives, Table 165. It should be noted that the last association is by the narrowest of margins and would not be of meaning in the absence of the foregoing associations. Farm respondents were more prone to perceive college equally important for girls as for boys than was true of urban respondents, Table 166.

Every other residence category included greater proportions having held a previous paid job than was the case for farm respondents, Table 167. The reason seems not far to seek. One wonders to what extent it may lend disenchantment to the life style of the farm resident youth.

Interpretation of the variances in the prestige of the father's occupation, Table 168, must take into consideration that farming classified into the high prestige category.

The educational attainment of parents was greater among urban than among farm respondents, Tables 169 and 170.

The mothers of fewer farm than urban residents had paid jobs, Table 171. Percentages of working mothers in the other residence categories were similar.

Variances in anticipated time to marriage occurred between the residence categories, Table 172, with a slight tendency for anticipated delay to be greatest among the most urban respondents.

Table 130. Sex by Residence, in Percent

	Residence						
					Urban		
Sex	Farm (290)	RNF (64)	-1000 (68)	1000-1999 (112)	2000-5000 (75)	5000-25,000 (242)	25,000+ (305)
Male	49.0	45.3	47.1	52.7	45.3	47.5	44.9
Fem.	51.0	54.7	52.9	47.3	54.7	52.5	55.1

x^2 = 2.98 7df

C	b	G	D
.050	.028	.044	.036

Table 131. Years of Club Membership by Residence, in Percent

	Residence						
					Urban		
Yrs. Mem.	Farm (290)	RNF (64)	-1,000 (68)	1,000+ (112)	2,000+ (75)	5,000+ (242)	25,000+ (305)
0-2	42.8	51.6	44.1	39.3	49.3	51.7	52.8
3-5	39.3	39.1	41.2	33.9	26.7	34.3	33.8
6-8	10.7	3.1	11.8	16.1	12.0	8.7	7.5
9-11	3.4	1.6	1.5	3.6	9.3	3.3	1.6
12+	2.1	1.6	0.0	3.6	2.7	0.8	2.3

x^2 = 47.12 35df

C	b	G	D
.196	-.052	-.073	-.059

Table 132. Years of Club Officership by Residence, in Percent

			Residence				
					Urban		
Yrs. of officer-ship	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
0-2	80.0	79.7	85.3	76.8	74.7	89.3	85.2
3-5	17.2	9.4	13.2	15.2	17.3	5.0	9.5
6-8	0.7	1.6	0.0	2.7	4.0	0.4	0.7
9-11	0.3	0.0	0.0	0.0	0.0	0.0	0.0
12+	0.0	0.0	0.0	0.0	0.0	0.0	0.3

x^2 = 54.88	C	b	G	D
35df	.211	-.082	-.166	-.136

Table 133. Prestige of Desired Occupation by Residence, in Percent

			Residence				
					Urban		
Prestige of Desired Occu.	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
4	0.7	3.2	0.0	2.9	1.4	1.3	0.0
5	6.4	6.5	6.1	5.7	5.5	6.5	3.4
6	28.4	38.7	31.8	27.6	28.8	31.7	18.6
7	46.1	35.5	39.4	41.9	39.7	33.9	40.5
8	9.2	9.7	15.2	13.3	17.8	13.9	21.0
9	2.8	3.2	1.5	2.9	1.4	3.9	8.6

x^2 = 89.06	C	b	G	D
42df	.270	.104	.135	.110

Table 134. High School Curriculum by Residence, in Percent

			Residence				
					Urban		
Curri-culum by category	Farm (270)	RNF (61)	-1000 (62)	1000+ (96)	2000+ (74)	5000+ (230)	25,000+ (268)
Gen. Ed.	70.7	73.8	79.0	67.7	66.2	54.3	51.5
Col. Prep.	12.6	9.8	8.1	24.0	16.2	29.1	35.4
Voc. Ed.	7.4	6.6	1.6	1.0	9.5	0.4	4.1
Bus. Ed.	7.0	6.6	8.1	4.2	5.4	13.9	6.7

x^2 = 106.24	C	b	G	D
35df	.299	.117	.175	.142

Table 135. Prestige of Expected Occupation by Residence, in Percent

Prestige of Exp. Occ.	Residence						
	Farm (277)	RNF (62)	-1000 (65)	1000+ (107)	Urban 2000+ (72)	5000+ (220)	25,000+ (282)
Low	46.2	56.5	43.1	42.1	38.9	37.3	28.4
High	49.1	38.7	52.3	50.5	52.9	46.4	62.8
x^2 = 59.50	C	b	G	D			
14df	.226	.066	.097	.079			

Table 136. Reason for Entering Expected Occupation by Residence, in Percent

Reason for Entry	Residence						
	Farm (266)	RNF (58)	-1000 (62)	1000+ (101)	Urban 2000+ (67)	5000+ (233)	25,000+ (286)
Gen. Int.	51.9	34.5	69.4	37.6	53.7	41.2	42.7
Altruism	13.2	12.1	8.1	11.9	11.9	7.7	13.6
Reward	14.3	25.9	9.7	14.9	19.4	24.9	20.3
Influen. Person	1.9	0.0	1.6	5.0	4.5	2.1	2.4
Knowled. of Occ.	6.4	12.1	1.6	10.9	3.0	5.6	6.3
Position Available	3.4	3.4	3.2	3.0	1.5	0.9	1.0
x^2 = 74.21	C	b	G	D			
49df	.252	.000	.000	.000			

Table 137. School Grade of Decision to Enter Expected Occupation by Residence, in Percent

	Residence						
					Urban		
Grade of Decision	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
12th	31.4	28.1	38.2	32.1	29.3	31.4	29.2
11th	35.5	29.7	26.5	38.4	28.0	34.7	26.9
10th	14.5	15.6	19.1	15.2	22.7	11.2	18.0
9th	6.6	9.4	4.4	3.6	8.0	6.6	7.2
8th	2.8	1.6	2.9	1.8	1.3	2.1	3.0
7th	2.8	7.8	2.9	0.9	1.3	0.4	1.6
6th	0.3	1.6	0.0	0.9	2.7	0.4	2.0
5th	0.0	1.6	0.0	0.0	0.0	1.7	0.7
4th & less	2.1	0.0	0.0	0.9	0.0	1.2	3.0

x^2 = 80.56	C	b	G	D
63df	.253	-.003	-.003	-.003

Table 138. Necessity of Migrating to Obtain Expected Occupation by Residence, in Percent

	Residence						
					Urban		
Necessity of Migration	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
Yes	59.3	54.7	69.1	70.5	52.0	47.9	34.8
No	35.5	40.6	23.5	25.0	44.0	42.6	56.4

x^2 = 72.49	C	b	G	D
14df	.240	.105	.155	.127

Table 139. Probability of Migrating by Residence, in Percent

	Residence						
					Urban		
Probability of Migrating	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
Yes	53.1	51.6	69.1	64.3	60.0	49.2	49.8
No	40.3	40.6	27.9	26.8	33.3	38.0	38.4

x^2 = 25.27	C	b	G	D
14df	.145	-.025	-.037	-.030

Table 140. Person Most Influential of Occupational Decision by Residence, in Percent

	Residence						
Person Most Influential	Farm (260)	RNF (58)	-1000 (61)	1000+ (101)	Urban 2000+ (69)	5000+ (219)	25,000+ (278)
Mother	19.6	19.0	24.6	17.8	21.7	15.5	9.7
Father	19.2	15.5	14.8	12.9	21.7	16.9	17.6
Sister	4.6	5.2	6.6	5.9	4.3	3.7	3.6
Brother	7.7	1.7	3.3	9.9	2.9	5.9	4.7
Friend	12.3	13.8	13.1	20.8	13.0	14.2	18.7
Teacher	13.8	10.3	21.3	8.9	14.5	14.6	15.5
Other Rel.	3.8	10.3	3.3	2.0	7.2	4.1	2.9
Other Per.	11.5	17.2	4.9	10.9	8.7	10.5	18.7
$x^2 = 76.85$	C	b	G	D			
56df	.259	.057	.068	.055			

Table 141. Influence of Prior Education Upon Occupational Decision, in Percent

	Pesidence						
Influence of Education	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Great Deal	10.3	9.4	8.8	5.4	12.0	12.0	15.7
Quite a Bit	33.8	21.9	29.4	34.8	22.7	31.0	26.9
Very Little	38.3	54.7	45.6	40.2	45.3	35.1	36.4
None	16.2	12.5	14.7	16.1	17.3	15.3	18.0
$x^2 = 43.56$	C	b	G	D			
28df	.188	-.026	-.034	-.028			

Table 142. Certainty of Entry into Expected Occupation by Residence, in Percent

	Pesidence						
Certainty of Entry	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Certain	29.0	29.7	16.2	31.3	26.7	30.6	27.5
Believe	50.7	37.5	50.0	41.1	42.7	38.4	40.7
Unsure	17.6	32.8	30.9	24.1	29.3	22.7	29.2
$x^2 = 42.42$	C	b	G	D			
21df	.186	.022	.030	.024			

Table 143. Extent of Discussion of Occupational Decision with Mother by Residence, in Percent

	Residence						
Extent of Discussion with Mother	Farm (284)	RNF (61)	-1000 (67)	1000+ (110)	Urban 2000+ (73)	5000+ (237)	25,000+ (300)
Quite a Bit	54.9	57.4	37.3	44.5	47.9	51.1	42.0
Not Very Much	38.7	37.7	47.8	47.3	45.2	37.6	46.0
Not At All	4.2	4.9	11.9	5.5	5.5	4.6	9.3
x^2 = 46.56	C	b	G	D			
21df	.197	.052	.076	.062			

Table 144. Mother's Attitude Toward Occupational Decision by Residence, in Percent

	Residence						
Mother's Attitude	Farm (284)	RNF (61)	-1000 (67)	1000+ (110)	Urban 2000+ (73)	5000+ (237)	25,000+ (301)
Agrees	83.1	83.6	79.1	84.5	84.9	80.2	79.4
Accepts	11.3	9.8	11.9	7.3	9.6	9.7	9.3
Opposed	1.8	3.3	1.5	0.9	2.7	2.1	1.0
x^2 = 21.58	C	b	G	D			
21df	.135	-.052	-.104	-.083			

Table 145. Extent of Discussion of Expected Occupation with Father by Residence, in Percent

	Residence						
Extent of Discussion With Father	Farm (278)	RNF (62)	-1000 (66)	1000+ (104)	Urban 2000+ (69)	5000+ (229)	25,000+ (293)
Quite a Bit	41.7	35.5	34.8	38.5	36.2	36.2	34.8
Not Very Much	47.8	45.2	43.9	36.5	44.9	45.0	45.4
Not At All	8.3	17.7	18.2	22.1	17.4	11.8	16.7
x^2 = 32.75	C	b	G	D			
21df	.168	.034	.048	.038			

Table 146. Father's Attitude Toward Occupational Decision by Residence, in Percent

Father's Attitude	Farm (278)	RNF (62)	-1000 (65)	1000+ (104)	Urban 2000+ (69)	5000+ (229)	25,000+ (293)
Agrees	79.9	85.5	81.5	80.8	78.3	73.4	77.5
Accepts	12.9	0.0	7.7	8.7	11.6	9.2	8.5
Opposed	2.2	4.8	1.5	4.8	5.8	3.1	1.4

x^2 = 44.34 28df	C .195	b -.078	G -.144	D -.116

Table 147. Promise of Job by Residence, in Percent

Promise of Job	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Yes	14.5	15.6	14.7	19.6	13.3	17.4	14.4
No	83.1	84.4	82.4	77.7	84.0	74.4	82.0

x^2 = 27.43 21df	C .150	b -.024	G -.047	D -.038

Table 148. Plan to Attend College by Residence, in Percent

Plan to Attend	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Yes	35.2	21.9	41.2	35.7	37.3	28.5	55.7
No	64.1	76.6	58.8	61.6	60.0	69.0	41.6

x^2 = 67.33 14df	C .232	b -.140	G -.220	D -.179

Table 149. Desire to Attend College Among Those Not Planning College Entry Next Fall by Residence, in Percent

	Residence						
					Urban		
Desire to Attend	Farm (188)	RNF (50)	-1000 (40)	1000+ (72)	2000+ (47)	5000+ (173)	25,000+ (135)
Yes	17.0	16.0	10.0	9.7	19.1	21.4	27.4
No	80.9	78.0	85.0	84.7	76.6	72.8	68.9

x^2 = 19.26	C	b	G	D
14df	.161	-.078	-.140	-.115

Table 150. Plan to Attend College at Some Other Time Among Those Not Planning College Entry Next Fall by Residence, in Percent

	Residence						
					Urban		
Plan Later Attendance	Farm (187)	RNF (50)	-1000 (40)	1000+ (71)	2000+ (47)	5000+ (173)	25,000+ (135)
Yes	13.4	14.0	15.0	11.3	17.0	20.8	23.7
No	85.0	80.0	82.5	84.5	76.6	73.4	72.6

x^2 = 20.79	C	b	G	D
14df	.167	-.088	-.163	-.134

Table 151. Reason for Nonattendance Among Those Not Planning College Entry Next Fall by Residence, in Percent

	Residence						
					Urban		
Reason for Nonattendance	Farm (163)	RNF (44)	-1000 (39)	1000+ (62)	2000+ (41)	5000+ (147)	25,000+ (111)
Expense	13.5	25.0	5.1	11.3	14.6	16.3	18.0
Personal Disinterest	34.3	22.7	25.6	38.7	39.0	29.3	29.7
Other Ed. Plans	40.5	43.2	43.6	43.5	34.1	40.1	40.5

x^2 = 65.63	C	b	G	D
56df	.309	-.034	-.045	-.037

Table 152. Possession of Other Educational Plans by Those Not Planning College Entry Next Fall by Residence, in Percent

Other Educational Plans	Residence						
					Urban		
	Farm (187)	RNF (49)	-1000 (40)	1000+ (72)	2000+ (47)	5000+ (173)	25,000+ (131)
Yes	71.1	65.3	82.5	63.9	70.2	61.3	66.4
No	26.2	22.4	15.0	30.6	23.4	31.2	26.0
x^2 = 19.94	C	b	G	D			
14df	.164	.005	.008	.007			

Table 153. Ability to Name College of Attendance by Residence, in Percent

Able to Name College	Residence						
					Urban		
	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
Yes	34.8	18.8	41.2	32.1	34.7	27.7	51.1
No	64.5	78.1	58.8	61.6	62.7	70.2	44.9
x^2 = 82.60	C	b	G	D			
21df	.256	.086	.136	.111			

Table 154. Reason for Choice of College Among Those Planning Entry in Fall by Residence, in Percent

Reason for Choice	Residence					
				Urban		
	Farm (104)	-1000 (29)	1000+ (42)	2000+ (30)	5000+ (73)	25,000+ (172)
Nearness	18.3	34.5	7.1	16.7	12.3	26.7
Reputation of College	12.5	10.3	4.8	13.3	8.2	7.6
Specialized Curriculum	40.4	37.9	45.2	36.7	42.5	25.0
Family Tradition	4.8	6.9	0.0	3.3	4.1	1.2
Friend is Attending	1.0	0.0	0.0	0.0	0.0	0.0
Inexpensive	0.0	3.4	0.0	0.0	4.1	9.3
x^2 = 87.70	C	b	G	D		
56df	.396	-.021	-.027	-.021		

Table 155. Anticipated College Major Among Those Planning College Entry Next Fall by Residence, in Percent

	Residence				
			Urban		
Anticipated Major	Farm (66)	1000+ (27)	2000+ (22)	5000+ (56)	25,000+ (110)
Liberal Arts	15.2	18.5	18.2	28.6	29.1
Education	22.7	14.8	18.2	14.3	12.7
Agriculture	6.1	7.4	0.0	0.0	1.8
Engineering	7.6	11.1	4.5	7.1	2.7
Other Technical	21.2	11.1	27.3	25.0	22.7
Other Professional	18.2	14.8	18.2	12.5	15.5

x^2 = 58.42	C	b	G	D
49df	.399	-.056	-.070	-.054

Table 156. Person Most Influential of Educational Decision by Residence, in Percent

	Residence						
					Urban		
Most Influential Person	Farm (255)	RNF (60)	-1000 (56)	1000+ (103)	2000+ (66)	5000+ (220)	25,000+ (281)
Mother	26.3	18.3	25.0	25.2	30.3	23.6	23.5
Father	13.3	16.7	25.0	8.7	12.1	19.1	24.2
Sister	10.2	6.7	8.9	12.6	7.6	4.5	6.4
Brother	10.2	8.3	0.0	11.7	7.6	9.1	4.6
Friend	14.1	20.0	10.7	15.5	12.1	15.9	13.5
Teacher	9.4	6.7	16.1	6.8	9.1	5.9	7.5
Other Relative	2.7	1.7	1.8	1.9	1.5	2.3	1.1
Other Person	10.2	6.7	5.4	8.7	9.1	8.6	10.7

x^2 = 72.53	C	b	G	D
56df	.253	-.034	-.041	-.033

Table 157. Extent of Discussion of Educational Decision with Mother by Residence, in Percent

	Residence						
					Urban		
Discussion with Mother	Farm (284)	RNF (61)	-1000 (67)	1000+ (110)	2000+ (73)	5000+ (237)	25,000+ (300)
Quite a Bit	56.3	59.0	56.7	53.6	46.6	49.8	53.7
Not Very Much	35.2	26.2	37.3	33.6	46.6	40.5	37.3
Not At All	8.5	11.5	6.0	12.7	5.5	7.6	7.3

x^2 = 28.19	C	b	G	D
21df	.154	-.004	-.007	-.005

Table 158. Mother's Attitude Toward Educational Decision by Residence, in Percent

	Residence						
					Urban		
Mother's Attitude	Farm (284)	RNF (61)	-1000 (67)	1000+ (110)	2000+ (73)	5000+ (237)	25,000+ (300)
Agrees	79.2	72.1	80.6	81.8	75.3	76.8	78.3
Accepts	14.4	11.5	13.4	10.0	16.4	13.9	11.0
Opposed	4.2	4.9	3.0	5.5	6.8	5.5	5.3

x^2 = 27.33	C	b	G	D
21df	.152	-.006	-.012	.009

Table 159. Extent of Discussion of Educational Decision with Father by Residence, in Percent

	Residence						
					Urban		
Discussion With Father	Farm (277)	RNF (62)	-1000 (66)	1000+ (104)	2000+ (70)	5000+ (228)	25,000+ (293)
Quite a Bit	44.4	38.7	57.6	39.4	38.6	41.7	46.1
Not Very Much	46.2	35.5	28.8	46.2	44.3	45.2	38.6
Not at All	9.0	21.0	10.6	14.4	15.7	10.5	13.3

x^2 = 30.89	C	b	G	D
21df	.164	-.005	-.007	-.005

Table 160. Father's Attitude Toward Educational Decision by Residence, in Percent

Father's Attitude	Residence						
	Farm (277)	RNF (62)	-1000 (66)	1000+ (104)	Urban 2000+ (69)	5000+ (228)	25,000+ (293)
Agrees	80.1	69.4	69.7	75.0	75.4	72.8	76.1
Accepts	14.1	6.5	13.6	17.3	11.6	14.9	11.3
Opposed	2.9	4.8	4.5	5.8	10.1	5.7	3.8

x^2 = 46.75	C	b	G	D
21df	.200	-.020	-.035	-.029

Table 161. Influence of Prior Education on Educational Decision by Residence, in Percent

Influence of Education	Residence						
	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Great Deal	14.1	12.5	8.8	11.6	14.7	12.8	15.4
Quite a Bit	35.5	21.9	35.3	33.9	25.3	35.5	32.1
Very Little	36.6	48.4	42.6	41.1	42.7	37.2	36.7
None	13.4	14.1	13.2	12.5	17.3	12.0	13.8

x^2 = 21.18	C	b	G	D
28df	.133	-.018	-.023	-.019

Table 162. Importance of College to Boys Planning Occupational Careers Other Than Farming by Residence, in Percent

Importance of College	Residence						
	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Importance	84.1	82.8	88.2	78.6	81.3	76.4	76.1
Indifference	14.1	14.1	11.8	19.6	13.3	19.8	16.7
Unnecessary	1.0	3.1	0.0	0.9	4.0	2.1	3.3

x^2 = 40.86	C	b	G	D
21df	.183	.001	.021	.017

Table 163. Importance of College to Boys Planning to Farm by Residence in Percent

	Residence						
					Urban		
Importance of College	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
Important	51.7	39.1	35.3	40.2	46.7	41.3	57.4
Indifferent	37.9	50.0	60.3	50.0	40.0	43.0	31.5
Unnecessary	10.0	10.9	2.9	8.9	10.7	13.2	8.9

$x^2 = 46.97$ C b G D
21df .195 -.053 -.076 -.062

Table 164. Importance of College to Girls Planning Work Careers by Residence, in Percent

	Residence						
					Urban		
Importance of College	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
Important	85.9	87.5	85.3	83.9	82.7	73.6	71.8
Indifferent	12.4	9.4	14.7	16.1	14.7	25.2	23.0
Unnecessary	1.4	3.1	0.0	0.0	1.3	0.4	2.6

$x^2 = 50.11$ C b G D
21df .202 .087 .167 .135

Table 165. Importance of College to Girls Planning to be Housewives by Residence, in Percent

	Residence						
					Urban		
Importance of College	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
Important	29.7	31.3	30.9	30.4	29.3	24.0	30.8
Indifferent	53.4	51.6	54.4	55.4	45.3	49.2	48.9
Unnecessary	16.9	15.6	14.7	14.3	24.0	26.0	19.0

$x^2 = 25.80$ C b G D
21df .146 .012 .017 .014

Table 166. Relative Importance of College to Boys and Girls by Residence, in Percent

College as Important for Girls as For Boys	Residence Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Yes	86.6	71.9	91.2	85.7	82.7	78.1	76.4
No	13.4	28.1	8.8	13.4	17.3	21.1	21.3

$x^2 = 31.13$	C	b	G	D
14df	.160	.043	.087	.071

Table 167. Previous Paid Job By Residence, in Percent

Had Previous Paid Job	Residence Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Yes	62.8	85.9	77.9	86.6	92.0	76.4	85.2
No	35.9	12.5	20.6	12.5	6.7	19.8	14.1

$x^2 = 80.86$	C	b	G	D
21df	.253	-.135	-.254	-.206

Table 168. Prestige of Father's Occupation by Residence, in Percent

Prestige of Father's Occupation	Residence Farm (287)	RNF (61)	-1000 (64)	1000+ (111)	Urban 2000+ (74)	5000+ (237)	25,000+ (295)
Low	4.2	11.5	25.0	23.4	17.6	19.4	9.8
Medium	6.3	44.3	40.6	36.0	43.2	38.4	34.9
High	85.4	37.7	26.6	36.9	36.5	34.6	47.5

$x^2 = 229.76$	C	b	G	D
21df	.408	-.177	-.238	-.200

Table 169. Father's Educational Achievement by Residence, in Percent

			Residence				
Father's Educational Achievement	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Less than 8 yrs.	4.8	1.6	8.8	8.0	1.3	4.5	2.6
Completed 8 yrs.	33.1	29.7	23.5	23.2	26.7	20.2	8.5
Attended Less than H. S.	11.4	15.6	10.3	14.3	6.7	10.3	6.2
Completed H. S.	29.3	14.1	25.0	26.8	26.7	28.9	24.6
Attended Jr. Coll.	2.1	3.1	2.9	0.9	0.0	0.8	1.6
Completed Jr. Coll.	9.7	4.7	8.8	8.0	4.0	7.9	11.1
Attended 4-yr. Col.	5.5	4.7	5.9	7.1	12.0	7.0	7.9
Completed 4-yr. Col.	2.8	4.7	8.8	4.5	16.0	7.9	21.6
Advanced Degree	0.0	10.9	1.5	5.4	2.7	5.8	10.5
x^2 = 236.59 63df	C .409	b .190	G .228	D .186			

Table 170. Mother's Educational Achievement by Residence, in Percent

	Residence						
					Urban		
Mother's Educational Achievement	Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	2000+ (75)	5000+ (242)	25,000+ (305)
Less than 8 yrs.	2.8	3.1	4.4	1.8	0.0	4.5	2.0
Completed 8 yrs.	19.3	9.4	11.8	17.9	12.0	18.6	3.3
Attended H. S.	9.0	14.1	14.7	13.4	14.7	10.3	8.2
Completed H. S.	35.2	39.1	29.4	39.3	34.7	31.0	40.3
Attended Jr. Coll.	3.8	0.0	4.4	1.8	6.7	2.9	1.0
Completed Jr. Coll. or Bus. School, Nursing	12.1	12.5	10.3	11.6	16.0	11.6	14.8
Attended 4-yr. Coll.	9.7	4.7	13.2	4.5	9.3	6.6	7.5
Completed 4-yr. Coll.	5.9	6.3	8.8	7.1	5.3	7.0	15.4
Advanced Degree	1.0	3.1	0.0	1.8	1.3	0.8	4.6
x^2 = 142.60 63df	C .328	b .097	G .120	D .097			

Table 171. Mother Having Paid Job by Residence, in Percent

Mother Has Paid Job	Residence Farm (290)	RNF (64)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (242)	25,000+ (305)
Low	21.4	50.0	55.9	55.4	48.0	47.9	49.8
High	76.2	48.4	41.2	43.8	49.3	48.3	48.9
x^2 = 83.54	C	b	G	D			
14df	.257	-.144	-.219	-.181			

Table 172. Anticipated Years to Marriage by Residence, in Percent

Anticipated Years to Marriage	Residence Farm (288)	RNF (63)	-1000 (68)	1000+ (112)	Urban 2000+ (75)	5000+ (241)	25,000+ (293)
1 year	4.9	11.1	8.8	4.5	5.3	10.4	3.4
2-3 yrs.	20.1	19.0	30.9	26.8	22.7	16.6	19.1
4-5 yrs.	38.9	33.3	22.1	33.0	45.3	32.8	33.4
5-10 yrs.	22.6	23.8	23.5	18.8	17.3	19.1	29.0
10 yrs. +	7.6	3.2	10.3	10.7	8.0	10.4	7.8
x^2 = 64.34	C	b	G	D			
35df	.229	.024	.031	.025			

CORRELATIVE RELATIONSHIPS OF RESPONDENTS' SEX AND RESIDENCE TO VARIOUS FACTORS

The relationships of respondent sex and residence distributions to a variety of personal and socio-economic factors have been illustrated in the two immediately preceding chapters. It is quite likely that these two variables do not in fact operate independently but, rather, correlate with one another so that distribution of a given character or relationship may differ within the sex variable according to residence. That potential is investigated in this chapter.

The reader who has persevered to this point is well acquainted with the structure and the means of interpreting the tables. Comment regarding the correlative consequences of sex and residence will be exceedingly brief and limited to key issues on the assumption that the interested reader will wish to develop fuller meaning from the tables by detailed perusal of them.

While a clear tendency for urban males and females to hold aspirations for occupations of higher prestige is apparent in Table 176, it is noteworthy that rural girls aspired to occupations in the highest prestige levels as frequently as did urban girls.

The absence of college preparatory curricula in the rural schools is evident in the response presented in Table 177. The consequences of this limited curricular diversity for rural students should not be ignored.

To the extent that prestige of expected occupation is an indicator of superior life chances, the advantage shared by urban males and females, particularly the former, is distinctly evident in Table 178.

Urban students appear to be advantaged in occupational competition, Table 179. Fewer of them were forced to rely on "general interest" as a reason for entry, which may be interpreted as more detailed knowledge of the occupational market than is held by their rural counterparts. It is of interest to note the greater emphasis upon "reward" as a rationale for occupational selection by urban respondents, male and female, as well as to point out the apparently greater knowledge of occupations urban females evidence. Rural males, probably due to intention to move into agriculturally related occupations, more often indicated knowledge of occupation as a reason for entry than did urban males.

Several tables appear to indicate a lesser influence of the mother upon urban than rural females. The person most influential of occupational decision, Table 183; discussion of the occupational decision with the mother, Table 186; mother's attitude toward the occupational decision, Table 187; and the extent of discussion of the educational decision with the mother, Table 200; all support this contention. It is refuted by data concerning the influence of the mother upon the educational decision, Table 199, while urban and rural females equally perceived the mother as in accord with the educational decision, Table 201. Conversely, urban females were more liable to consider the father to have been influential of both the occupational and educational decision than were rural females, Tables 183 and 199, but the limited difference was reflected in the failure of data in Tables 188, 189, 202, and 203 to substantiate it uniformly.

Urban males also less frequently considered the mother to have been an influence in their occupational and educational decisions than did rural males, Tables 183, 186, 187, 199, 200, and 201. As was the case with the female sample, urban males tended to give less importance than did rural males to the influence of the father upon occupational and educational decisions. The differences were not so great as was the case with reference to the influence of the mother and in the instance of father's influence upon the educational decision, Table 199, a much greater proportion of urban than of rural males were perceptive of it.

The variant attitude toward education and its influences between rural and urban males seem worthy of mention. More urban students considered education to have had great influence upon their occupational plans, Table 184; more of them planned to enter a four year college in the fall, Table 191; more of them planned college entry at some other time, Table 193; more were able to name the college of entry, Table 196; and more considered prior education to have influenced their educational expectations, Table 204. The same order of difference characterized the urban females, but typically not by as great amounts as was true for males, and in the case of influence upon educational expectation the relationship was reversed.

By inference, it seems clear that the definition of a working career and the concurrent perception of the need to have a college education in order to engage in one is perceived differently by urban and rural residents without regard to sex, Tables 205 and 207. Probably the mundane acquaintance with the occupational structure possessed by the observant urban youth may be considered responsible for this condition. It is also clear that the sex of the respondent did not affect the tendency of rural residents to consider college equally important for males and females in greater proportion than did urban youths, Table 209.

Table 173. Years of Club Membership by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Years of Membership	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
0-2	50.7	48.4	57.5	38.4	38.3	46.8
3-5	38.4	31.2	30.7	40.6	30.9	38.0
6-8	4.9	10.8	6.1	14.2	18.1	9.5
9-11	2.0	3.2	1.5	3.7	8.5	3.1
12+	1.0	3.2	1.9	2.3	3.2	1.4
x^2 = 61.75	C	b	G	D		
30df	.223	.086	.119	.097		

Table 174. Years of Club Officership by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Years of Officership	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
0-2	84.7	75.3	83.5	77.2	76.6	89.8
3-5	10.3	17.2	8.4	20.1	14.9	6.8
6-8	0.5	2.2	0.4	0.9	4.3	0.7
9-11	0.0	0.0	0.0	0.5	0.0	0.0
12+	0.0	0.0	0.4	0.0	0.0	0.0
x^2 = 64.25	C	b	G	D		
30df	.104	.011	.023	.019		

Table 175. Years of Participation in Varsity Athletics by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Years of Athletics	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
1	5.9	9.7	10.0	4.1	8.5	8.1
2	8.4	12.9	9.2	5.0	7.4	6.8
3	9.9	9.7	7.3	5.5	5.3	3.1
4	10.3	9.7	6.1	5.0	5.3	3.7
5	6.4	4.3	4.2	1.4	3.2	1.7
6	7.9	4.3	5.4	2.3	3.2	2.4
7	4.4	3.2	3.8	1.4	0.0	0.7
8	2.5	6.5	2.7	4.1	2.1	0.3
9+	8.9	15.1	3.1	1.8	2.1	0.7
$x^2 = 204.72$	C	b	G	D		
54 df	.385	-.267	-.357	-.295		

Table 176. Prestige of Desired Occupation by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Prestige of Desired Occupation	Rural (195)	Village (90)	Urban (248)	Rural (215)	Village (88)	Urban (281)
4	0.5	3.3	1.2	1.4	1.1	0.0
5	9.2	6.7	4.4	3.7	4.5	5.0
6	25.6	26.7	20.6	34.9	29.5	29.2
7	37.9	27.8	27.0	48.4	54.5	46.6
8	16.4	24.4	25.8	4.7	5.7	10.3
9	2.1	4.4	10.5	3.3	0.0	2.8
$x^2 = 153.03$	C	b	G	D		
36df	.345	-.016	-.021	-.017		

Table 177. High School Curriculum by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Curriculum	Rural (189)	Village (87)	Urban (245)	Rural (204)	Village (83)	Urban (261)
Gen Ed.	71.4	64.4	56.3	73.5	69.9	50.6
Coll Prep.	12.7	31.0	33.5	10.3	9.6	30.7
Vo Ed.	11.1	3.4	4.5	2.0	6.0	0.4
Bus. Ed.	1.1	1.1	4.5	12.7	8.4	15.3
x^2 = 164.39	C	b	G	D		
30df	.363	.076	.114	.093		

Table 178. Prestige of Expected Occupation by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Prestige of Expected Occupation	Rural (192)	Village (89)	Urban (235)	Rural (212)	Village (90)	Urban (275)
Low	48.4	48.3	28.5	46.2	33.3	36.7
High	47.9	46.1	57.9	48.1	56.7	52.7
x^2 = 46.62	C	b	G	D		
12df	.201	.020	.029	.024		

Table 179. Reason for Entering Expected Occupation by Sex and Residence, in Percent

Reason on Entry	Sex and Residence Males Rural (191)	 Village (82)	 Urban (245)	 Females Rural (195)	 Village (86)	 Urban (283)
General Interest	53.9	43.9	44.1	50.3	44.2	40.3
Altruism	2.1	1.2	3.7	22.1	22.1	17.7
Reward	18.8	25.6	24.9	11.8	8.1	19.8
Influence of Person	2.1	6.1	4.1	1.0	3.5	0.7
Knowledge of Occu.	8.4	9.8	4.5	4.6	5.8	7.4
Position Available	5.8	2.4	0.8	1.0	2.3	1.1

x^2 = 145.60	C	b	G	D
42df	.343	-.000	-.000	-.000

Table 180. School Grade of Decision to Enter Expected Occupation by Sex and Residence, in Percent

Grade of Decision	Sex and Residence Males Rural (203)	 Village (93)	 Urban (261)	 Females Rural (219)	 Village (94)	 Urban (295)
12th	32.0	35.5	28.4	32.0	26.6	32.9
11th	35.0	33.3	27.2	31.5	35.1	32.9
10th	13.3	18.3	14.6	17.4	18.1	14.9
9th	5.9	3.2	8.4	7.3	7.4	5.4
8th	2.0	1.1	3.4	3.2	2.1	1.7
7th	4.4	2.2	0.4	2.7	0.0	1.7
6th	0.0	1.1	2.3	0.0	2.1	0.3
5th	0.0	0.0	1.1	0.5	0.0	1.0
4th or less	2.0	0.0	1.9	0.9	1.1	2.4

x^2 = 78.42	C	b	G	D
54df	.250	-.004	-.005	-.004

Table 181. Necessity of Moving to Obtain Expected Occupation by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Necessity of Moving	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Yes	51.2	61.3	47.5	68.5	64.9	34.6
No	42.4	34.4	43.3	26.9	30.9	56.3

x^2 = 74.08	C	b	G	D
12df	.243	.048	.070	.058

Table 182. Probability of Migrating from Current Residence by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Probability of Migration	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Yes	48.3	55.9	50.2	62.1	69.1	49.8
No	47.3	34.4	36.8	30.1	24.5	38.6

x^2 = 36.20	C	b	G	D
12df	.172	-.061	-.090	-.073

Table 183. Person Most Influential of Occupational Decision by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Most Influential Person	Rural (177)	Village (82)	Urban (230)	Rural (202)	Village (88)	Urban (276)
Mother	12.4	15.9	6.5	27.2	22.7	17.4
Father	29.4	26.8	26.5	7.9	6.8	9.8
Sister	1.1	1.2	1.3	8.4	9.1	5.8
Brother	11.3	11.0	9.1	1.5	3.4	1.8
Friend	11.9	12.2	13.9	13.4	22.7	18.5
Teacher	10.7	11.0	13.9	17.8	11.4	16.7
Other Rel.	4.5	3.7	3.5	5.0	4.5	3.3
Other Person	10.2	8.5	12.6	12.4	11.4	17.0

x^2 = 178.92	C	b	G	D
48df	.379	.055	.066	.053

Table 184. Influence of Prior Education Upon Occupational Decision by Sex and Residence, in Percent

	Sex and Residence					
		Males			Females	
Influence of Education	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Great Deal	4.9	10.8	12.3	14.6	5.3	15.3
Quite a Bit	31.5	28.0	27.2	31.1	31.9	30.8
Very Little	43.8	37.6	34.5	40.2	46.8	36.3
None	18.2	20.4	20.3	12.8	12.8	13.9
x^2 = 42.07	C	b	G	D		
24df	.185	-.073	-.096	-.078		

Table 185. Certainty of Entry into Expected Occupation by Sex and Residence, in Percent

	Sex and Residence					
		Males			Females	
Certainty of Entry	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Certain	25.1	22.6	26.1	28.8	36.2	30.8
Believe	51.7	43.0	39.1	45.7	40.4	40.3
Unsure	19.7	33.3	28.4	24.2	19.1	24.7
x^2 = 29.41	C	b	G	D		
18df	.156	-.030	-.041	-.033		

Table 186. Extent of Discussion of Occupational Decision with Mother by Sex and Residence, in Percent

	Sex and Residence					
		Males			Females	
Discussion With Mother	Rural (198)	Village (92)	Urban (257)	Rural (214)	Village (91)	Urban (289)
Quite a Bit	39.9	32.6	35.8	64.0	59.3	55.7
Not Very Much	49.5	58.7	47.5	31.3	34.1	37.0
Not at All	8.1	7.6	11.3	3.3	3.3	3.8
x^2 = 86.79	C	b	G	D		
18df	.264	-.147	-.211	-.173		

Table 187. Mother's Attitude Toward Occupational Decision by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Mother's Attitude	Rural (198)	Village (92)	Urban (258)	Rural (214)	Village (91)	Urban (289)
Agrees	78.8	81.5	76.7	86.0	87.9	82.7
Accepts	16.2	9.8	9.3	6.5	6.6	9.3
Opposed	1.5	1.1	1.6	2.3	2.2	1.4

x^2 = 34.99 18df	C .171	b -.027	G -.054	D -.043

Table 188. Extent of Discussion of Occupational Decision with Father by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Discussion With Father	Rural (195)	Village (85)	Urban (246)	Rural (211)	Village (88)	Urban (284)
Quite a Bit	46.7	47.1	40.2	33.2	28.4	31.0
Not Very Much	42.1	35.3	40.2	51.2	44.3	49.6
Not At All	8.7	15.3	13.8	13.7	25.0	15.5

x^2 = 41.28 18df	C .188	b .105	G .146	D .118

Table 189. Father's Attitude Toward Occupational Decision by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Father's Attitude	Rural (195)	Village (85)	Urban (246)	Rural (210)	Village (88)	Urban (284)
Agrees	80.5	81.2	73.2	81.4	78.4	78.2
Accepts	11.3	9.4	10.2	9.0	10.2	7.4
Opposed	2.6	3.5	0.8	2.4	6.8	3.2

x^2 = 38.84 24df	C .183	b -.026	G -.047	D -.038

Table 190. Promise of a Job Following Graduation from High School by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Promise of A Job	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Yes	22.7	20.4	18.0	7.3	13.8	13.2
No	75.9	77.4	75.5	90.0	83.0	81.4
$x^2 = 43.59$	C	b	G	D		
18df	.189	.061	.118	.096		

Table 191. Plan to Enter a Four Year College in Fall by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Plan to Enter College	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Yes	29.6	37.6	46.7	38.4	35.1	40.7
No	70.4	60.2	50.2	60.3	61.7	57.3
$x^2 = 26.98$	C	b	G	D		
12df	.149	-.051	-.080	-.065		

Table 192. Desire to Attend College Among those Not Planning College Entry in Fall by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Desire to Attend	Rural (143)	Village (58)	Urban (140)	Rural (135)	Village (61)	Urban (175)
Yes	18.9	17.2	20.0	12.6	9.8	26.9
No	79.0	81.0	72.9	83.0	82.0	69.7
$x^2 = 25.35$	C	b	G	D		
12df	.184	-.037	-.068	-.055		

Table 193. Plan to Attend College at Some Other Time Among Those Not Planning to Enter College in Fall by Sex and Residence, in Percent

Attend Other Time	Sex and Residence					
	Males			Females		
	Rural (143)	Village (57)	Urban (140)	Rural (134)	Village (61)	Urban (175)
Yes	15.4	19.3	25.0	11.9	8.2	20.0
No	83.9	78.9	67.9	83.6	83.6	77.1

x^2 = 30.33	C	b	G	D
12df	.201	-.004	-.009	-.007

Table 194. Reason for Nonattendance Among Those Not Planning College Entry in Fall by Sex and Residence, in Percent

Reason for Nonattendance	Sex and Residence					
	Males			Females		
	Rural (127)	Village (50)	Urban (121)	Rural (119)	Village (53)	Urban (144)
Expense	16.5	14.0	14.0	11.8	11.3	18.8
Personal Disinterest	30.7	40.0	31.4	31.1	37.7	29.9
Other Educational Plans	40.2	38.0	38.8	42.9	41.5	40.3

x^2 = 40.53	C	b	G	D
48df	.247	-.011	-.014	-.012

Table 195. Possession of Other Educational Plans Among Those Not Planning College Entry in Fall by Sex and Residence, in Percent

Other Educational Plans	Sex and Residence					
	Males			Females		
	Rural (143)	Village (58)	Urban (139)	Rural (133)	Village (61)	Urban (172)
Yes	73.4	60.3	65.5	69.9	72.1	61.0
No	24.5	34.5	23.7	23.3	21.3	33.1

x^2 = 17.67	C	b	G	D
12df	.155	.023	.038	.031

Table 106. Ability to Name College of Fall Entry by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Named College	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Yes	29.1	32.3	42.1	37.4	34.0	39.0
No	70.4	62.4	54.0	61.2	61.7	58.6
x^2 = 45.16	C	b	G	D		
18df	.102	.037	.059	.043		

Table 107. Reason for Choice of College Among Those Able to Name College of Entry in Fall by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Reason for Choice	Rural (60)	Village (36)	Urban (125)	Rural (89)	Village (36)	Urban (121)
Nearness	20.0	13.9	20.0	22.5	8.3	24.8
Reputation	15.0	5.6	8.0	9.0	11.1	7.4
Specialized Curriculum	41.7	30.6	25.6	33.2	52.8	35.5
Family Tradition	3.3	2.8	3.2	5.6	0.0	0.8
Friend is Attending	1.7	0.0	0.0	1.1	0.0	0.0
Inexpensive	1.7	0.0	6.4	2.2	0.0	9.1
x^2 = 61.85	C	b	G	D		
48df	.341	.040	.051	.041		

Table 198. Anticipated Major Among Those Able to Name College of Entry in Fall by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Anticipated Major	Rural (31)	Village (20)	Urban (82)	Rural (60)	Village (29)	Urban (85)
Liberal Arts	12.9	15.0	22.0	18.3	20.7	35.3
Education	12.9	0.0	6.1	36.7	27.6	21.2
Agriculture	16.1	10.0	1.2	0.0	0.0	1.2
Engineering	16.1	20.0	8.5	1.7	0.0	0.0
Other Technical	29.0	20.0	34.1	11.7	17.2	12.9
Other Professional	6.5	10.0	11.0	20.0	20.7	17.6
x^2 = 105.86	C	b	G	D		
35df	.506	-.049	-.060	-.043		

Table 199. Person Most Influential of Educational Decision by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Most Influential Person	Rural (175)	Village (82)	Urban (234)	Rural (196)	Village (87)	Urban (275)
Mother	26.3	28.0	10.2	23.5	26.4	28.0
Father	18.9	11.0	30.8	12.8	9.2	13.8
Sister	3.4	7.3	3.0	14.8	13.8	8.0
Brother	14.3	14.6	10.3	3.1	5.7	3.6
Friend	11.4	15.9	11.1	17.3	12.6	17.5
Teacher	10.3	6.1	6.4	9.7	9.2	6.9
Other Rel.	1.7	1.2	0.9	3.1	2.3	2.2
Other Person	6.9	4.9	7.7	10.7	12.6	11.6
x^2 = 124.05	C	b	G	D		
48df	.323	.034	.041	.033		

Table 200. Extent of Discussion of Educational Decision with Mother by Sex and Residence, in Percent

Discussion with Mother	Males Rural (198)	Village (92)	Urban (257)	Females Rural (214)	Village (91)	Urban (289)
Quite a Bit	45.5	38.0	42.8	67.3	63.7	59.9
Not Very Much	41.9	48.9	44.4	27.1	28.6	33.9
Not At All	12.6	12.0	11.3	4.7	7.7	4.2
x^2 = 74.42	C	b	G	D		
18df	.246	-.157	-.229	-.137		

Table 201. Mother's Attitude Toward Educational Decision by Sex and Residence, in Percent

Mother's Attitude	Males Rural (198)	Village (92)	Urban (257)	Females Rural (214)	Village (91)	Urban (289)
Agrees	77.3	78.3	74.7	79.4	80.2	80.6
Accepts	14.1	10.9	14.0	13.6	14.3	10.7
Opposes	5.6	7.6	6.2	2.3	4.4	4.5
x^2 = 27.05	C	b	G	D		
18df	.151	-.022	-.041	-.033		

Table 202. Extent of Discussion of Educational Decision with Father by Sex and Residence, in Percent

Discussion With Father	Males Rural (195)	Village (86)	Urban (246)	Females Rural (210)	Village (88)	Urban (283)
Quite a Bit	43.6	37.2	42.3	47.6	40.9	45.6
Not Very Much	43.1	46.5	42.3	40.5	44.3	41.0
Not At All	12.8	16.3	13.8	9.5	13.6	10.6
x^2 = 16.77	C	b	G	D		
18df	.121	-.042	-.060	-.049		

Table 203. Father's Attitude Toward Educational Decision by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Father's Attitude	Rural (195)	Village (85)	Urban (246)	Rural (210)	Village (88)	Urban (283)
Agrees	74.4	76.5	72.8	79.0	73.9	76.3
Accepts	15.4	14.1	15.9	10.5	15.9	10.6
Opposes	4.1	7.1	3.7	2.9	8.0	5.3
x^2 = 22.43	C	b	G	D		
18df	.140	-.022	-.039	-.031		

Table 204. Influence of Prior Education on Educational Decision by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Influence of Education	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Great Deal	11.3	16.1	19.2	14.6	9.6	10.2
Quite a Bit	33.5	33.3	29.5	33.3	27.7	37.6
Very Little	39.9	33.3	35.6	38.8	50.0	37.6
None		16.1	14.2	11.9	12.8	11.9
x^2 = 30.21	C	b	G	D		
24df	.158	-.016	-.022	-.017		

Table 205. Importance of College to Boys Planning Occupational Careers Other Than Farming by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Importance of College	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Important	82.3	69.9	71.6	86.8	89.4	79.7
Indifferent	16.3	26.9	21.1	11.4	7.4	15.9
Unnecessary	1.0	3.2	4.2	1.4	1.1	1.4
x^2 = 54.73	C	b	G	D		
18df	.210	-.078	-.149	-.121		

Table 206. Importance of College to Boys Planning to Farm by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Importance of College	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Important	44.8	46.2	47.9	49.3	39.4	51.2
Indifferent	45.3	41.9	37.2	41.6	50.0	37.3
Unnecessary	9.4	10.8	12.3	8.7	8.5	9.2

x^2 = 21.22	C	b	G	D
18df	.133	-.037	-.054	-.044

Table 207. Importance of College to Girls Planning Work Careers by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Importance of College	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Important	86.2	80.6	67.0	85.8	86.2	76.9
Indifferent	12.3	18.3	27.6	12.3	12.8	21.0
Unnecessary	1.5	0.0	2.7	1.4	1.1	0.7

x^2 = 47.78	C	b	G	D
18df	.197	.005	.009	.008

Table 208. Importance of College to Girls Planning to Be Housewives by Sex and Residence, in Percent

	Sex and Residence					
	Males			Females		
Importance of College	Rural (203)	Village (93)	Urban (261)	Rural (219)	Village (94)	Urban (295)
Important	23.6	25.8	23.0	36.1	34.0	31.9
Indifferent	60.6	54.8	48.7	46.6	47.9	49.8
Unnecessary	15.3	18.3	26.8	17.4	18.1	17.3

x^2 = 36.62	C	b	G	D
18df	.173	-.059	-.084	-.068

Table 209. Relative Importance of College to Boys and Girls by Sex and Residence, in Percent

College as Important for Girls as For Boys	Sex and Residence Males Rural (203)	 Village (93)	 Urban (261)	 Females Rural (219)	 Village (94)	 Urban (295)
Yes	80.3	82.8	70.5	89.5	86.2	82.7
No	19.7	16.1	27.2	10.5	13.8	16.3
x^2 = 36.03	C	b	G	D		
12df	.176	-.054	-.108	-.087		

Table 210. Previous Paid Job by Sex and Residence, in Percent

Had Previous Paid Job	Sex and Residence Males Rural (203)	 Village (93)	 Urban (261)	 Females Rural (219)	 Village (94)	 Urban (295)
Yes	80.3	89.2	84.3	58.0	88.3	78.3
No	17.2	9.7	11.9	41.6	10.6	21.0
x^2 = 101.51	C	b	G	D		
18df	.281	.076	.143	.117		

Table 211. Anticipated Years to Marriage by Sex and Residence, in Percent

Anticipated Years to Marriage	Sex and Residence Males Rural (200)	 Village (93)	 Urban (253)	 Females Rural (219)	 Village (94)	 Urban (290)
One	2.5	1.1	2.4	10.0	8.5	10.0
2-3	16.5	17.2	14.2	26.5	33.0	21.4
4-5	30.5	36.6	30.4	39.7	30.4	35.2
5-10	29.0	21.5	29.6	17.4	14.9	20.3
10+	12.0	16.1	13.4	3.2	3.2	4.8
x^2 = 120.49	C	b	G	D		
30df	.306	-.127	-.160	-.130		

FACTORS RELATED TO PERCEIVED IMPORTANCE OF COLLEGE EDUCATION

From time to time in the preceding comment we have made reference to the perceptions held by respondents of the importance of a college education to boys and girls holding variant occupational aspirations. Here we turn briefly to examination of perceived importance of college in the context of the major variables of the study: prestige of desired occupation; prestige of expected occupation; and educational expectation. The most succinct and accurate comment which may be made is that the aspirational and expectational levels of the respondents were positively associated with their perceptions of the importance of a college education.

The relationship between prestige of desired occupation and perception of the importance of a college education was not entirely monotonic, Tables 212-215. Location in the highest prestige category did not result in a greater proportion of perception of college importance than did location in the next lowest prestige category, with the exception of reference to college importance for girls planning to be housewives. But it is clear that increased aspirational levels held by respondents were reflected in their perception of the value college would have to other youths.

Since the "independent" variable is expressed only in the sense of "high" and "low" it is not possible to examine the monotonic nature of the relationship between prestige of expected occupation and perceived importance of college, Tables 216-219. But it is obvious that respondents expecting occupations of higher prestige considered a college education more important than did those anticipating lower prestige occupations. The customary declinations of importance for both males and females who would not participate in the industrial, professional, and business manifestations of the economy are evident.

Ability to name the college of attendance bore a positive relationship to the perception of the importance of college education, Tables 220-223. Essentially the same caveats apply as was the case with the relationships discussed in the preceding paragraph.

Table 212. Importance of College to Boys Planning Nonfarming Careers by Prestige of Desired Occupation, in Percent

Importance of College	Prestige of Desired Occupation 5 (61)	6 (316)	7 (450)	8 (163)	9 (49)
Important	60.7	75.3	83.8	85.9	79.6
Indifferent	32.8	21.8	12.4	11.0	12.2
Unnecessary	4.9	1.3	2.2	1.8	4.1

x^2 = 46.95	C	b	G	D
18df	.1[illegible]	-.105	-.208	-.071

Table 213. Importance of College to Boys Planning to Farm by Prestige of Desired Occupation, in Percent

Importance of College	Prestige of Desired Occupation 5 (61)	6 (316)	7 (450)	8 (163)	9 (49)
Important	32.8	40.8	52.7	58.3	55.1
Indifferent	50.8	44.3	39.3	35.0	36.7
Unnecessary	16.4	13.0	7.1	4.9	6.1

x^2 = 49.88	C	b	G	D
18df	.205	-.150	-.226	-.135

Table 214. Importance of College to Girls Planning Working Careers by Prestige of Desired Occupation, in Percent

Importance of College	Prestige of Desired Occupation 5 (61)	6 (316)	7 (450)	8 (163)	9 (49)
Important	63.9	75.0	83.8	81.6	73.5
Indifferent	31.1	23.1	14.4	16.0	13.4
Unnecessary	4.9	1.3	0.7	1.2	4.1

x^2 = 37.44	C	b	G	D
18df	.179	-.0[illegible]	-.174	-.061

Table 215. Importance of College to Girls Planning to be Housewives by Prestige of Desired Occupation, in Percent

Importance of College	Prestige of Desired Occupation 5 (61)	6 (316)	7 (450)	8 (163)	9 (49)
Important	8.2	20.9	34.2	37.4	38.8
Indifferent	54.1	54.4	49.3	49.7	53.1
Unnecessary	37.7	24.1	15.6	12.3	8.2

x^2 = 62.14	C	b	G	D
18df	.223	-.174	-.257	-.160

Table 216. Importance of College to Boys Planning Nonfarming Careers by Prestige of Expected Occupation, in Percent

Importance of College	Prestige of Expected Occupation Low (439)	High (568)
Important	74.0	83.8
Indifferent	22.8	12.5
Unnecessary	1.8	1.8

x^2 = 21.60	C	b	G	D
6df	.138	-.100	-.221	-.077

Table 217. Importance of College to Boys Planning to Farm by Prestige of Expected Occupation, in Percent

Importance of College	Prestige of Expected Occupation Low (439)	High (568)
Important	39.6	54.0
Indifferent	45.1	38.6
Unnecessary	13.9	6.9

x^2 = 35.71	C	b	G	D
6df	.177	-.135	-.228	-.138

Table 218. Importance of College to Girls Planning Working Careers by Prestige of Expected Occupation, in Percent

Importance of College	Prestige of Expected Occupation Low (439)	High (568)
Important	75.6	82.7
Indifferent	22.1	15.1
Unnecessary	1.8	0.9

$x^2 = 17.59$	C	b	G	D
6df	.125	-.095	-.239	-.074

Table 219. Importance of College to Girls Planning to be Housewives by Prestige of Expected Occupation, in Percent

Importance of College	Prestige of Expected Occupation Low (439)	High (568)
Important	20.0	36.1
Indifferent	53.1	50.2
Unnecessary	26.4	13.2

$x^2 = 58.23$	C	b	G	D
6df	.223	-.163	-.268	-.170

Table 220. Importance of College to Boys Planning Nonfarming Careers by Ability to Name College of Entry in Fall, in Percent

Importance of College	Named College No (716)	Yes (439)
Important	73.7	88.6
Indifferent	21.9	8.6
Unnecessary	2.7	2.7

$x^2 = 45.90$	C	b	G	D
9df	.193	-.173	-.439	-.144

Table 221. Importance of College to Boys Planning to Farm by Ability to Name College of Entry In Fall, in Percent

Importance of College	Named College No (716)	 Yes (430)
Important	40.9	60.2
Indifferent	44.4	33.7
Unnecessary	13.1	4.2

x^2 = 58.94	C	b	G	D
2df	.218	-.197	-.359	-.216

Table 222. Importance of College to Girls Planning Working Careers by Ability to Name College of Entry in Fall, In Percent

Importance of College	Named College No (716)	 Yes (430)
Important	75.6	84.4
Indifferent	21.8	13.3
Unnecessary	1.7	0.9

x^2 = 16.02	C	b	G	D
2df	.115	-.103	-.258	-.085

Table 223. Importance of College to Girls Planning to be Housewives by Ability to Name College of Entry in Fall, in Percent

Importance of College	Named College No (716)	 Yes (430)
Important	21.5	40.5
Indifferent	52.5	48.8
Unnecessary	25.3	9.8

x^2 = 71.62	C	b	G	D
2df	.239	-.205	-.364	-.230

SUMMARY

The data largely are self-explanatory, and the text already has covered the high points of interpretation. However, a few summary comments may be in order.

By and large, the findings indicated a similarity of aspiration and expectation of this sample of North Dakota high school seniors with those of students in other states. Greater proportions of males than of females both desired and expected to engage in occupations at the highest prestige levels. Rural students tended not to have as high aspirations and expectations as urban students. Prestige of father's occupation and the educational attainment of parents were positively associated with the occupational and educational expectations of the respondents. These conclusions are consistent with those of most previous studies of these basic relationships and contain no major surprises nor deviations.

There is a minor inconsistency in that the proportion of females with collegial expectation surpassed that of males. The difference was not very great. Neither are the data of previous research consistently tilted toward greater expectation by one or the other of the sexes, although the customary tendency is to perceive males possessed of greater educational expectation.

Two factors of association were so obvious and consistent as to merit comment. The first, a sex bias in perception of the influence and effect of other persons, was not unexpected. Females in this sample tended to assess the greatest amount of influence upon their decisions to other females in the family and to discuss their decisions more with their mothers than with their fathers. The opposite sex bias tended to pertain for males.

The second notable finding was the failure of the intermediate residence categories to be arrayed between the extremes of the rural and urban portions of the sample. While the farm respondents, sometimes accompanied by the rural nonfarm portion of the sample, tended to be arrayed at the opposite end of the continuum of investigation from the respondents living in the largest cities, respondents from the intermediate classifications typically were found in disordered array. This was true not only for the major variables of occupational prestige and educational expectation but also for subsidiary variables such as anticipated years to marriage. Reference to this fact has been made previously in the text and it is possible here only to reiterate the potentially explanatory comment made at that time. The strongly agricultural orientation of the state, affecting social as well as economic structures, apparently has prevented incremental development in increasing size of residence categories of the industrial, manufacturing and business bases necessary for the alteration of life styles and perceptual sets of respondents in an ordered scale. In this manner, and in this manner only, is the response of this sample inherently different from that of North Carolina samples with which the author is more familiar. But this difference does appear to bear out an underlying assumption of the study that variant economic and social milieus are variantly affective of the expectational sets of high school seniors.